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ABSTRACT

The Rockdale County Board of Education (Georgia) operated an inservice program on desegregation in 1969. The purpose of the program was to prepare the school system and the community for desegregation by working with the teaching staff. A Coordinating Committee was set up, which participated in sensitivity training sessions in order to lead small discussion groups. Topics in the seminars included the following: the disadvantaged child; student and teacher experiences in desegregated schools; senstivity; and, black-white confrontations. At the fourth seminar, the teaching staff made recommendations which are included in this report on the program. Results of this inservice program are considered to be shown in the smooth transition into desegregated schools; the Coordinating Committee provided strong leadership, and the small discussion groups demonstrated the value of letting faculty members tackle school problems. A semantic differential questionnaire was administered to the faculty before and after the program. Results show a positive change with regard to the inservice program and its objectives. [Not available in hard copy due to marginal legibility of original document.] (Author/JW)

ED0 45748

FINAL TECHNICAL REPORT

IN-SERVICE EDUCATION TO SOLVE PROBLEMS INCIDENT TO THE ELIMINATION OF THE DUAL SCHOOL SYSTEM

H. S. SHEAROUSE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ROCKDALE COUNTY PUBLIC SCHOOLS
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November 26, 1969

Equal Education Opportunities Program
Grants Branch
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Dear Sir:

The Rockdale County, Georgia, Board of Education operated a project under Title IV, Section 405, of Public Law 88-352 (The Civil Rights Act of 1964) from January 1, 1969 to August 31, 1969. This is the "Final Technical Report" and Fiscal Report on the Rockdale County project.

In addition to the "Abstract" and program narrative, this "Final Technical Report" presents various appendices, including the summary report and recommendations submitted to the School Superintendent and Rockdale County Board of Education by the project's Coordinating Committee.

"In-Service Education to Solve Problems Incident to the Elimination of the Dual School System" offered immediate and long-range changes for the Rockdale County Public Schools. The immediate changes largely resulted from the planning and conducting of the four seminars; the long-range implications are coming as a result of faculty suggestions and subsequent recommendations growing out of the seminar sessions.

Dr. H. S. Shearouse, who assisted in the preparation of the proposal, served as director of the Title IV project from January 1, 1969 through June 30, 1969. Succeeding him as director for the months of July and August was Mr. L. C. Palmer.

Sincerely,

Charles A. Kennedy
Charles A. Kennedy, Superintendent
Rockdale County Schools

CAK:rmg

ABSTRACT

The Rockdale County Board of Education, from January 1, 1969 to August 31, 1969, operated a project under Title IV of The Civil Rights Act of 1964. "In-Service Education to Solve Problems Incident to the Elimination of the Dual School System" was directed by Dr. H. S. Shearouse and was supported by a grant from the Office of Education, U. S. Department of Health, Education, and Welfare.

The purposes of the program, in summary, were to prepare the school system and the community for the elimination of the dual school system by working with the teaching staff to make it more aware of the benefits of school desegregation, more aware of different kinds of students and different methods of instruction; and to give white and Negro teachers opportunities to study and plan together prior to the elimination of the dual school system.

The project opened with a systemwide faculty meeting where school officials explained the project and named a twelve-member Coordinating Committee from the system's professional staff. The Coordinating Committee participated in a sensitivity training session to form "groupness", then tackled its assignment of planning and conducting four 8-hour seminars for their fellow faculty members. Small discussion groups, each chaired by a committee member, and outside consultants formed the focal points for the seminars.

Topics of discussion at the seminars included: the disadvantaged child, student and teacher experiences in desegregated schools, internal facets of school organization, sensitivity, a sweeping view of problems in education, reading in subject matter areas, and black-white confrontations. In addition, the faculty members were asked to discuss how the school might function in a desegregated environment.

At the fourth seminar, the faculty members were asked to make recommendations on various aspects of the school program. Major areas included reporting to parents, promotional practices and organizing for learning. The Coordinating Committee, utilizing these recommendations and the assistance of three special faculty committees, formulated a comprehensive report for the School Superintendent and the Board of Education. This document (which is a part of this report) was approved by the Board of Education in August 1969, and has resulted in many major changes in the school system.

Results of the project are visible in many areas. Rockdale County did eliminate its dual school system, and the program for 1969-70 has functioned smoothly.

The Coordinating Committee was a successful endeavor, providing strong leadership during the project and demonstrating the value of having a group of diverse faculty members functioning in such a situation. Likewise, the small discussion groups demonstrated the value of letting faculty members tackle problems which confront school systems. Faculty evaluation of the first three seminars was positive, both from organization and content standpoints.

Prior to the start of the project, Rockdale County faculty members responded to a semantic differential questionnaire and a series of multiple choice questions. The same data gathering instruments were used at the conclusion of the fourth seminar. Results were computed at the University of Georgia. In summary, they showed a positive change among faculty members with regard to the in-service program and its objectives dealing with school integration.

COORDINATING COMMITTEE

MR. LAMAR BOLAND, Secondary Counselor, Rockdale County High School. (white)

MRS. GAIL BOWEN, Elementary Counselor, J. H. House Elementary School. (white)

MISS IRIS HENDERSON, Classroom Teacher, Pine Street Elementary School. (Negro)

MRS. ANGLEEN JORDAN, Classroom Teacher, J. P. Carr Elementary School. (white)

MR. ROBERT Kelley, Principal, Main Street Elementary School. (white)

MR. WILLIAM OSBORNE, Coordinator of Dissemination, Pupil Personnel Services Demonstration Center. (white)

MR. L. C. PALMER, Classroom Teacher, Rockdale County High School. (white)

MR. JAMES RUSSELL, Classroom Teacher, J. H. House Elementary School. (Negro)

MRS. MARY SHIREY, Classroom Teacher, Pine Street Elementary School. (white)

MR. RUSSELL TURPIN, Curriculum Director, Superintendent's Office. (white)

MR. JOHN WALKER, Classroom Teacher, J. P. Carr High School. (Negro)

MRS. ELEANOR WILSON, Classroom Teacher, J. P. Carr Elementary School. (Negro)

IN-SERVICE EDUCATION TO SOLVE PROBLEMS INCIDENT TO THE ELIMINATION OF THE DUAL SCHOOL SYSTEM

The Rockdale County Public Schools operated on a segregated basis until a Freedom of Choice plan was established at the beginning of the 1965-66 school year. This plan was utilized for the next four school years, with some staff desegregation occurring during this period.

The current Rockdale County Board of Education desegregation plan specified that the Board of Education would operate a totally desegregated school system effective September 1969. It was approved by the U. S. Office of Education, and the school system had the 1968-69 school year in which to prepare for the initiation of the unitary system.

The Superintendent and Board of Education submitted to the U. S. Office of Education a proposal for a grant under Title IV to help the school system prepare for a totally integrated school system. A grant was approved for "In-Service Education to Solve Problems Incident to the Elimination of the Dual School System." This is the technical report of the operation of this project.

PURPOSES

The purposes of the program were: (1) to prepare the school system and the school community for the elimination of the dual school system, effective September 1969; (2) to help the school system solve problems incident to total desegregation; (3) to educate the teaching staff and the community on the values and advantages of a single school system; (4) to provide comprehensive information concerning disadvantaged students and to demonstrate how this information can be utilized in the development of an effective educational program; (5) to provide learning experiences concerned with teaching in a desegregated school; (6) to give teachers of both races the opportunity to develop professional working relationships prior to the end of the dual school system; (7) to enable teachers to study and plan together prior to the elimination of the dual school system, thereby enhancing the system's ability to provide the children of the county the benefits of accompanying school integration.

OBJECTIVES

The objectives of the project were:

1. To provide the professional staff members with understandings of the causes of instructional problems within multi-cultural and multi-racial classrooms and how to utilize these understandings to create effective learning situations.

2. To introduce professional staff members to different organizational patterns for the school system, individual schools, and classrooms to utilize their collective knowledge and experiences in helping to formulate Rockdale County's new organizational structure.

3. To use the resources in the Rockdale County Public Schools (including Titles I and III, E.S.E.A., projects) and those resources made available by the Desegregation Educational Center at the University of Georgia, in establishing and operating a collaborative program to facilitate the elimination of the dual school system.

4. To foster understanding of the dynamics of the culturally different and educationally disadvantaged in the learning process.

5. To encourage teachers in the strengthening of their ability to utilize a pluralistic approach to teaching.

6. To involve Board of Education members, community leaders, parents, and students in informal activities to facilitate school desegregation.

7. To create integrated classroom situations for teachers in the in-service program, thereby enabling white and Negro teachers, prior to the establishment of a unitary school system, to have opportunities to function in simulated classrooms which include students of different races and backgrounds.

8. To provide the school system's non-professional staff (custodians, cafeteria workers, bus drivers, school secretaries) with information concerning problems incident to abolishing the dual school system.

ORGANIZATION

The Rockdale County School system, during 1968-69, included three elementary schools; one high school, grades 8 through 12; and a combination school, grades 1 through 12.

All of these schools had integrated student bodies with the exception of the combination school, grades 1 through 12, which is an all-Negro school. (It had two white teachers.)

The organization, beginning September 1969, is as follows: two elementary schools, grades 1 through 6; one elementary school, grades 1 through 3; one elementary school, grades 4 through 6; one junior high school, grades 7 through 8; and one senior high school, grades 9 through 12.

PROCEDURES

Before the in-service activities were initiated several conferences were held with Dr. M. M. Hall and some members of his staff of the Desegregation Educational Center at the University of Georgia. Dr. Hall and his staff gave valuable suggestions for launching the in-service program for Rockdale County teachers. (They have worked with other school systems in the state, and their experience was of great value.)

Also, the Director visited Mr. Jim Hale, Director of a regional Title IV project located at Emory University. Mr. Hale provided considerable assistance with a bibliography, suggestions on consultants, and pertinent comments on the operation of the Rockdale County in-service program.

The Chairman of the Rockdale County Board of Education, Mr. Marion Granade, and the Superintendent, Mr. Charles Kennedy, called a countywide faculty meeting to thoroughly explain the history of desegregation in the Rockdale County Schools. They announced the forthcoming voluntary in-service program, explaining that it was intended to help prepare for the complete desegregation of the school system beginning September 1969.

At the same time, Supt. Kennedy announced the establishment of a Coordinating Committee, which would work with the Director in planning the seminars and other aspects of the project.

The procedures followed in the project were: (1) Meetings among the Superintendent, Board of Education, the Coordinating Committee, and two groups of community leaders. (2) Use of a Coordinating Committee to plan with the Director for the operation of the project. (3) Four 8-hour seminars for the entire teaching staff. (4) Discussion groups with students. (5) Visits to other schools by members of the Coordinating Committee and the other teachers.

Each of these procedures will be described in the following sections of this report.

Meetings with Community Leaders

The Superintendent invited a number of community leaders, both white and Negro, to meet at the Rockdale County High School. One integrated group met on January 27, the second group on the following night. The Chairman of the Board of Education gave a historical overview of desegregation of the Rockdale County Schools. He described the steps that had been taken, with the final step being total integration beginning with the 1969-70 school year.

The meeting provided an opportunity for the community leaders to ask questions and to make statements. Mr. Kennedy outlined the new organization which the Board of Education had decided upon, eliminating the dual school system.

It was announced that the all-Negro combination school (grades 1 through 12) would house the junior high school (grades 7 through 8) for the entire county. He described the idea of attendance zones for the elementary schools, so a racial balance could be maintained in all of these schools.

Then the Director of the Title IV program described the forthcoming in-service experiences planned for faculty members.

The community leaders exhibited a positive attitude toward the elimination of the dual school system. In fact, a number of the prominent leaders spoke in support of the action taken by the Board. These meetings provided a favorable climate in which to begin the in-service program for teachers.

The Coordinating Committee

The 12-member Coordinating Committee was representative of all schools and areas; that is, primary, upper elementary, junior high, high school, and central office. The Committee and the Director were charged with the responsibility for planning and carrying out the in-service program.

Eight whites and four Negroes comprised the committee. The membership represented all facets of the school system: one school principal, one elementary counselor, one secondary counselor, five elementary school teachers, two high school teachers, the system's curriculum director, and a staff member from the system's Pupil Personnel Services Center. (A list of committee members and their 1968-69 assignments in the Rockdale County Public Schools is included as Appendix A.)

Prior to beginning work on the Title IV project, the Committee members went to Callaway Gardens for a weekend with Dr. Walden Ends from the University of Georgia to participate in a sensitivity session for the purpose of turning the "committee members" into a "group". (The members later said that the weekend experience was a very important part of the program, insofar as they were concerned.)

The Committee decided to meet at least once weekly for a four-hour session. This schedule was maintained throughout the program, although the Committee found it necessary to conduct meetings in addition to the regularly scheduled Tuesday meeting. But it used the Tuesday sessions as the center of planning.

All four of the eight-hour seminars were planned by the Committee and the Director. Each member acted as group chairman of a small "discussion group" in the seminars (which are described later). They also served as leaders of the discussion groups for the students. Finally, individual Committee members accepted special assignments with respect to the operation of the seminars.

Teacher In-Service Seminars

There were four 8-hour seminars, organized to meet three hours on Friday evenings and five hours on the following Saturday mornings. The Friday hours were 4:15 p.m. to 7:15 p.m.; on Saturday, from 8:00 a.m. to 1:00 p.m. The seminars were spaced from the first of March to the middle of May.

At the countywide faculty meeting where the forthcoming in-service project was explained, each faculty member was given a registration blank and a questionnaire. Each was asked to participate voluntarily in the project, and more than 90 percent of the teachers signed up for the seminars.

(Several teachers who were going to retire, a few who knew they would not return to the system, and some who had other obligations did not choose to participate. However, the high percentage of the teachers who did register for the seminars made it most encouraging to the administration, the Coordinating Committee, and the Director.)

The questionnaire to which the teachers were asked to respond was designed to determine certain attitudes existing at the start of the project, with the same questionnaire to be administered at the last session. This would enable school officials to detect any attitudinal changes occuring during this time span. (The report developed as a result of the questionnaire--"A Report for the Rockdale County School System Emphasizing Attitudinal Changes in Teachers during a Title IV Project"--is made a part of this report.) See Appendix C and D.

The Coordinating Committee decided it would undertake to balance outside speakers and consultants with small group discussions among the teachers and administrative personnel. Therefore, the countywide faculty was organized into 12 small groups of approximately 16 in each integrated group. A member of the Coordinating Committee was the leader in each of the groups.

A division was made in a manner that enabled teachers of the same level to be together in the group; that is, teachers on the primary grades were organized into discussion groups, teachers on the upper elementary grades were organized into discussion groups, and teachers of like subjects (social studies, mathematics, etc.) in the secondary area were organized into discussion groups.

Each participant was given a loose-leaf notebook containing reprints of several articles concerning the disadvantaged, desegregation, and a selected Bibliography of books and articles. Individual copies of books were purchased and placed on a special shelf in the Reading Room of the school facility in which the director was located.

In addition, each participant was given a copy of "The Disadvantaged Child: A Program for Action", New Jersey Education Association; "Taking Advantage of the Disadvantaged", Fantini and Weinstein, a Ford Foundation reprint; "School Desegregation, Educational Change, and Georgia", Georgia Association for Supervision and Curriculum Development; "Report of the National Advisory Commission on Civil Disorders"; and "The Teacher and Integration", by Gertrude Noar, NEA.

First Seminar

The first seminar was planned to help all teachers better understand the disadvantaged child, and to help white and Negro teachers acquire some understandings of the problems in total desegregation.

Dr. Eddie Ponder, of New York University, spoke to the entire group on: "Understanding the Disadvantaged Child." Dr. Ponder made a fine presentation and was well received by the faculties. Following his presentation, the teachers divided into their small groups to discuss the ideas which had been presented. Dr. Ponder was able to visit several groups; but, of course, could not get to all.

On Saturday morning, Dr. Harry Williams, a staff member of the Desegregation Educational Center at the University of Georgia, spoke to the participants on the subject: "Teacher and Student Experiences in Desegregation". Dr. Williams, who has worked in a number of Georgia desegregation situations, was able to bring to the group some vital first-hand information. In a positive way, he introduced this confrontation of "black and white," which stimulated most discussion groups subquently to move into this area.

The last phase of the seminar was a panel of six persons who are now working in desegregated situations in Metropolitan Atlanta. They were: Dr. Peggy Steelman, Principal of College Heights Elementary School in Decatur; Mrs. Barbara Hale, a teacher in C. J. Hill Elementary School in Atlanta; Mr. John Patronis, a teacher in Hoke Smith High School in Atlanta; Mrs. Barbara Bloodworth, a teacher in College Heights Elementary School in Decatur; Mr. Larry Browning, a teacher in Avondale High School, DeKalb County; and Mrs. Maudette Tyman, a teacher in John B. Gordon School in Atlanta. Dr. Williams served as the moderator.

This panel was presented over closed circuit television to the small discussion groups. After the panel, the groups immediately had an opportunity to discuss situations which had been presented by this panel of teachers. Also, the panel members visited with the groups, with each panelist participating in two group discussions.

After each of the first three seminars, every participant was asked to respond to an evaluation instrument. It presented an opportunity to react to the presentation by the speakers and the discussion which went on in the small groups, and to say whether or not they felt that the organization and the planning had been adequate. In addition, they were given the opportunity to make suggestions for future seminars. The Coordinating Committee collected these evaluation instruments, made a tabulation, and distributed the consolidated results to the teachers. These evaluations subsequently were utilized in planning the remaining seminars. (See Appendix E.)

Second Seminar

The second seminar was planned to help teachers gain a better understanding of possible ways to organize for learning, to present again the "different children," and to present simulated classroom racial situations.

Dr. Oscar Jarvis, of the College of Education at the University of Georgia, made the opening presentation on the subject: "Internal Facets of School Organization." Dr. Jarvis made the presentation in two parts. The first segment was followed by the group discussions involving the same individuals who had met in a small group during the first seminar. Then, he delivered the second part of his presentation; and, again, the 12 small discussion groups met.

To begin the Saturday session, Dr. Jewell Wade, of the Special Education staff in the College of Education at Georgia Southern College in Statesboro, made a presentation on: "Those Different Children." Following Dr. Wade's presentation, the groups had an opportunity to react to her ideas.

The last part of this seminar was used to present some simulated classroom situations over closed circuit television. The film clips, from a Title IV project at the University of Tennessee, presented several classroom situations with racial overtones. All of the situations were viewed, although not every simulation was seen by all groups. (Realizing that time would not permit a group to see and discuss more than one-third of the situations, the Coordinating Committee members selected the incidents they would like for their respective groups to view. The members of the small groups were asked to react in writing to an instrument utilized with each situation, to facilitate a person's personal involvement in reacting to the taped sequence. In addition, they were asked to discuss the situation which had been presented.

This seminar was designed to help teachers see and hear about different kinds of possible organizations for learning, to hear more about the "different children," and to view and discuss some classroom situations with racial overtones.

Third Seminar

The third seminar was planned to give teachers another look at problems incident to desegregation with special emphasis on being sensitive to cultural differences, to take a look at general education problems, and to provide a workshop type situation with a number of subject specialists.

Dr. K. Z. Chavis, Regional Director of the Leadership Development Program (funded by The Ford Foundation), made a presentation to the group on: "Awareness or Sensitivity." Immediately following Mr. Chavis' presentation, Dr. Mary Scott, of the College of Education at Georgia State College in Atlanta, spoke on: "Problems in Education."

(Following the second seminar, the Coordinating Committee had reorganized the faculty members into 12 new groups, arranged on grade levels below the high school level. The high school groups continued. But, now, the first grade teachers were together, second grade teachers were together, etc..

The Saturday part of the third seminar featured a workshop situation. Consultants in reading, language arts, and mathematics were secured to work with the teacher groups. Dr. Joe Hooten, of the College of Education at the University of Georgia, and Dr. Jack Downs, of Emory University, were consultants in mathematics. Dr. Hooten worked with the elementary teachers, Dr. Downs with the secondary teachers.

Mrs. Nell Hooper, of Project Success in Cobb County, Georgia, served as a reading specialist to elementary teachers; Mrs. Ruth Bond, of the Education Improvement Project in Wheeler County, Georgia, was a specialist in language arts for high school teachers; and Dr. Arthur Olson, of the College of Education at Georgia State College, was a specialist in reading to two groups of secondary teachers in terms of reading in subject matter areas.

Fourth Seminar

The fourth, and final seminar was planned to give all teachers in the several groups an opportunity to make recommendations on school reorganization as the dual school system was eliminated, and to make recommendations on the four areas which had been identified by the teachers as problem areas: (1) Reporting to Parents; (2) Promotional Practices; (3) Transportation Problems; and (4) Organizing for Learning.

The Director made a "wrap-up" presentation; then, each 1969-70 school faculty met together for the first time. (This provided a meeting of the faculties as they were to be constituted in the new school organization. The faculties had an opportunity to meet together and talk with the respective principals, making preliminary plans with respect to next year.)

During the first three seminars, the teachers had identified the most important problem areas in which some changes should be implemented before the school year began in the fall.

These four areas were: reporting to parents, grading children, etc.; promotional practices, or a systemwide policy with respect to promotion of pupils; transportation, a problem stemming primarily from the fact that a number of buses make a second run, resulting in some children coming to school very early and leaving late in the afternoon; and organizing for learning, grouping, etc. (Concerning organization for learning, the teachers discussed this area a great deal and were concerned about being able to "organize for learning" in an integrated school system.)

Faculty Recommendations

The teachers were told before the fourth seminar that a portion of it would be utilized to discuss these four areas and to make discussion group recommendations; or, if this could not be achieved, to make recommendations as individuals.

The recommendations were collected by members of the Coordinating Committee; subsequently, they were reviewed and tabulated.

Summer 1969

During the last half of May and the first half of June, the Coordinating Committee sought to transform the recommendations from the various discussion groups into a report for the School Superintendent and the Rockdale County Board of Education. The committee split into four sub-committees to facilitate its efforts.

It became evident to the Coordinating Committee that in the area of "reporting to parents", the actual development of procedures should include wider participation from classroom teachers on appropriate grade levels. Therefore, three special committees were appointed: one for the primary grades, one for the upper elementary grades, and one for the junior high school. The Coordinating Committee was represented on these special committees. Since the Rockdale County High School teachers had given approval to a new "report card" and a new "progress report" before the end of the 1968-69 school term, it was not necessary to create a special committee at the high school level.)

These sub-committees met during the first half of July to create new procedures for "Reporting to Parents". The members sought to develop a system of reporting and a type of card for reporting which seemed most appropriate for the particular grade levels. In keeping with teacher suggestions from the seminars, a nine-week grading period was recommended.

The primary grades felt that a new report card, coupled with more frequent conferences with parents, would meet the needs of teachers, students, and parents. The report card reflected another recommendation to the Board of Education--a continuous progress plan for the primary grades.

The other two sub-committees--for the upper elementary grades and for the junior high school grades--determined that the nine-week report card should be supplemented with a mid-term "Progress Report" card. It was to be issued at the mid-point of each nine-week grading period for the upper elementary school and at the mid-point of the first and third nine-week grading periods for the junior high school.

(For the high school, a "Progress Report" card would be issued at the mid-point of each of the four nine-week grading periods.)

During the last half of July, the Coordinating Committee completed the task of compiling a comprehensive report to the School Superintendent and the Board, incorporating the teachers' seminar suggestions, the committee members' ideas, and the sub-committees' notions concerning "reporting to parents."

This document was presented to the Board of Education by members of the Coordinating Committee on July 29, 1969. Although favorably impressed by the report presented at a special meeting, the Board decided to wait until its regular August meeting before taking action. At the August meeting, the report was approved--the impact being very broad and multi-faceted in the Rockdale County Public Schools.

In addition to recommendations in the areas described in the preceding paragraphs, the report also included information on student characteristics, recommendations on teacher evaluation, recommendations on textbook utilization, and statements with respect to family background.

Although recommendations in the four major areas had been obtained from teachers and although the Committee had worked at length on its recommendations, the Committee felt a real need remained for continuing study in these particular areas of concern. The teachers apparently concurred, because many said that they believed these areas merit considerable time, looking toward improvements in the 1969-70 school term and beyond.

With the adoption of this report, the Coordinating Committee ceased to function. Its task had been accomplished. Rockdale County Public Schools opened the 1969-70 term late in August, totally desegregated for facilities, student body, and faculty. The elimination of the dual system was completed smoothly and without incident.

There were several other endeavors which occupied the attention of the Coordinating Committee, in addition to the four seminars and report to the School Superintendent and Board of Education.

Student Discussion Groups

Four groups of students, white and Negro, from grades 6-11 were organized early in the spring. Three members of the Coordinating Committee worked with each group, which met weekly on three occasions. The purposes of these discussion groups were: (1) for the students to get, firsthand, a full explanation concerning 1969-70's organization; (2) to discuss racial differences; (3) to provide opportunities for a free discussion on racial problems; (4) to plan ways students could help in making the transition to the new organization; and (5) to plan for continued discussion groups for the 1969-70 school year.

Notes were kept in each group, concerning the areas of discussion and the trend of each discussion. The situation was relaxed and non-threatening, and the discussion was free in all groups. Both white and Negro students showed a fine positive attitude toward development of the unitary school system. (It was true that the Negro students would be making the greatest change; therefore, they were the most apprehensive, because change to the unknown always brings apprehension.)

Visits to Other School Systems

Visits by members of the Coordinating Committee and teachers to other school systems were made during the program. Four persons on the Committee visited the Chapel Hill, N. C., School System and the Education Improvement Program in Durham, N. C. (Chapel Hill has had a Title IV Project on School Desegregation for two years. The Durham EIP, a project of the Southern Association of Colleges and Schools (SACS), is on "disadvantaged students.")

Another group from the Coordinating Committee visited the Overton County, Livingston, Tennessee, Educational Improvement Project. A group from the Committee visited the Brevard County (Florida) Schools for the purpose of seeing non-graded schools. Still another group visited Wheeler County Schools in Alamo, Georgia, another EIP Project.

Teachers on all grade levels and in most subject areas visited one or more of these school systems: Fulton County, Atlanta City, Cobb County, Clayton County, Newton County, Walton County, DeKalb County, and Clarke County. The visits were made to see non-graded schools, open (pod-type) buildings, different instructional methods, integrated situations, and disadvantaged situations -- all with the intention of using these experiences to facilitate the desegration of the Rockdale County Public Schools.

Contact with Community Leaders

As previously noted in this report, two integrated groups of community leaders were invited to participate in an informational meeting late in January. The response of these community leaders was very positive.

During the next six months, several articles in the local newspaper and informal discussions with individuals and small groups helped to keep the public informed of the nature and progress of the in-service program.

Originally, the project Director and the Coordinating Committee had planned follow-up meetings with community leaders for the middle of the summer. The receptiveness of the public during the last half of the 1968-69 school year and the use of local newspaper coverage convinced the Coordinating Committe that its time could be spent more benefically in working on the report and recommendations to the School Superintendent and the Board of Education. Therefore, no further meetings were held with community leaders.

RESULTS AND CONCLUSIONS

(1) Coordinating Committee. The Coordinating Committee was an excellent part of the project. It provided leadership within the school system, feedback for continued planning, a vehicle for management of the seminars, provisions for depth planning of the in-service program, and a demonstration of the use of local leadership.

Soon after the committee was organized, its members spent a weekend in a "sensitivity training session." Committee members say this experience was most valuable and, in reality, made the succeeding work possible. The committee became a group. (It probably was necessary to have such an experience, because most of the committee members had not known each other previously. They were from different schools, different levels of teaching, and different races.)

As outlined in the proposal, the committee members served as leaders for the small discussion groups of faculty members. Prior to the first seminar, a faculty member from the University of Georgia worked with the Committee members for a four-hour session on: "Group Dynamics and the Leadership Role of a Group Leader." This undoubtedly was helpful, but was not sufficient time for learning many skills of group leadership.

(The small discussion groups were, of course, all different. Some groups seemed to function at a rather high level, while others did not function as well. It would have been better if the committee members could have had more opportunities to learn skills of group leadership.)

(2) Speakers and Consultants. Because of the nature of the project's objectives, probably a speaker from the behavioral sciences field, a psychologist or a psychiatrist, should have been included among the speakers.

Of course, not all speakers pleased the total group. The teachers of Rockdale County represent a wide range of differences with respect to desegregation, educational philosophy, instructional organization, and procedures. Speakers and consultants could not have pleased all because of the diverse backgrounds of thinking and belief on the part of the faculty members. Too, each speaker and consultant had a different style of approach and presentation, which was liked by some and rejected by others.

The speakers and consultants, on the whole, were able to initiate new ideas and stimulation from outside the Rockdale County faculties, according to the evaluation by the teachers. (It is difficult, however, to achieve a proper balance of outside speakers and consultants with local discussion and activity. Some teachers wanted more outside speakers; some wanted less. The great majority seemed to think the balance was about right.)

(3) Discussion Groups. Without question, one of the most viable features of the in-service project was the small group discussions. The director and Coordinating Committee feel more attention should be given by the school system to helping all teachers acquire the skills of participating in and leading small group discussions. There is little doubt but that this would carry over into better teaching and better participation in school and community activities.

The time of the seminars (4:15-7:15 p.m. on Fridays, 8 a.m.-1 p.m. on Saturdays) was disliked by many participants. It was impossible to find a satisfactory time outside of regular school hours. Perhaps eight hours on Saturday would have been acceptable to more people; but due to Title IV financial guidelines, an eight-hour day was not possible.

It probably is not possible for an open-minded group or individual to spend 32 hours in a well-structured seminar situation without being affected. There undoubtedly were negative and positive effects. However, every indication pointed toward a marked positive effect concerning the objectives of the project.

When large social and educational phenomena such as school racial integration are dealt with in a short period of time, expectations should be on the modest side. The fact that the project was held, together with the good attendance, is a most positive effect.

(4) Impact. It is believed that the format and the content did give teachers an opportunity to achieve the major objectives of the project. There is reason to believe these objectives were achieved to a marked degree. On the other hand, there is reason to believe that this is not the case for some teachers.

One incident -- not directly related to the seminars or the project -- certainly was significant in the minds of many faculty members, particularly the Negro members. Late in the school year, white teachers voted to instruct their delegates to vote against the proposed merger of Georgia's white and Negro education associations, the predominately white Georgia Education Association (GEA) and the predominately Negro Georgia Teachers and Education Association (GTEA). The Negro teachers viewed this vote as an indication of the white teachers' negativeness toward system integration. All factors which went into the decision on the part of the white teachers are not known; therefore, it is not possible to assess the vote in relationship to this project. Whatever the facts, it was a significant happening in the minds of some people.

(5) Evaluation by Teachers after the First Three Seminars The teachers were given an opportunity to score an evaluation instrument on each of the first three seminars. A tabulation of these responses clearly indicated a high positive response to the seminars and to the objectives of the program.

Many faculty members said they were glad to have the opportunity to talk with members of the other race in a situation that facilitated openness and frankness. Many said that the outside speakers and consultants brought stimulating information that gave them ideas which could be helpful in their work as teachers. Some teachers felt that the seminars did not give enough emphasis to the white-black situation, whereas others felt that too much emphasis was given to this area.

(6) "A Report for the Rockdale County School System Emphasizing Attitudinal Changes in Teachers during a Title IV Project." Utilizing a semanic differential questionnaire and a series of multiple choice questions, information was obtained from faculty members prior to the start of the in-service program and at the conclusion of the fourth seminar. Results were computed for the project by the Desegregation Educational Center at the University of Georgia, and a report was prepared by Dr. William F. White of the University of Georgia.

(See Appendix D for a copy of Dr. White's report and for a copy of the questionnaire administered to the Rockdale County faculty members in January 1969 and May 1969.)

In summary, Dr. White's report shows positive changes among faculty members with regard to the in-service program and its objectives dealing with school integration.

(NOTE: In the opening paragraph of his report, Dr. White identifies the four seminars in Rockdale County's Title IV project as being "sponsored by the Desegregation Center (University of Georgia)". This, of course, is incorrect. The seminars were an integral part of the "In-Service Education Program to Solve Problems Incident to the Elimination of the Dual School System in Rockdale County," and the project functioned under the Rockdale County School System.)

EVALUATION BY COORDINATING COMMITTEE

Each member of the Coordinating Committee, utilizing objectives of the project, gave his or her estimate of how well these objectives had been met. Not all of the members agreed in their estimate concerning all of the objectives, but there was marked agreement on the part of the Committee members that the major objectives had been well met by the project.

They were in agreement that the school system's faculty members had been given an opportunity to better their understandings of the instructional problems caused by multi-cultural and multi-racial classroom populations, and that they had been given considerable help in understanding how to affect better learning situations for these children.

Also they agreed that the teachers had had presented to them different organizational patterns for schools and individual classrooms, and that the system in the future should be better able to develop patterns which would be useful in the integration process. They agreed that differences in education of the culturally disadvantaged had been presented in a positive manner.

It can be concluded that the teachers, on the whole, did grapple with the situations with which they would be faced in the fall in a totally integrated school system. They did look at racial issues; they did look at differences in children; they did consider the problems of organizing for instruction; they did consider the gap that exists for the culturally disadvantaged. And, on the whole, they did face up to the fact that the Rockdale County School System will have problems of instruction that it has not faced before.

Although the faculty members do have some recommendations which they, themselves, have forged for beginning complete integration, they feel that they need continued in-service opportunities to review what is taking place and to continue to plan and study in various areas of concern.

APPENDICES

APPENDIX A

SUMMARY REPORT

of

IN-SERVICE EDUCATION TO SOLVE PROBLEMS INCIDENT TO THE ELIMINATION OF THE DUAL SCHOOL SYSTEM

A project under Title IV, Section 405, of Public
Law 88-352 The Civil Rights Act of 1964

To

Superintendent Charles A. Kennedy

And

Rockdale County Board of Education

Submitted by
Coordinating Committee
July 29, 1969

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July 29, 1969

Supt. Charles A. Kennedy
Members of Rockdale County Board
of Education
Rockdale County Public Schools
Conyers, Georgia 30207

Dear Sirs:

More faculty involvement in planning the future course of the Rockdale County Public Schools was provided through the proposal submitted by the local Board of Education for a grant under Title IV of The Civil Rights Act of 1964.

An integral feature of the Title IV project was composed of four systemwide seminars which offered the opportunity for teacher-initiated comments and suggestions. These were refined and broaden by a twelve-member Coordinating Committee, composed of a cross section of the system's professional staff.

The proposal to the U. S. Office of Education stated in the section on "Procedures":

"The Coordinating Committee will meet approximately 200 hours after regular school hours during the 1968-69 school term. In addition to its responsibilities in planning and conducting seminars, it will work with the project director in designing a total plan of desegregation for submission to the School Superintendent and Board of Education before June 30, 1969. This plan will include information on student characteristics, student placement, grading procedures, staff utilization, teacher evaluation, organizational structure, textbook utilization, and family background."

This report is the result of the suggestions and recommendations of many faculty members in the Rockdale County Schools. It was prepared by the Coordinating Committee in keeping with its assignment under the proposal. (Its submission to the School Superintendent and the Board of Education was delayed for one month due to the extension of the project from June 30 to August 31.)

The recommendations included in this report affect many segments of the total school program. They are made on the belief that their adoption will strengthen the Rockdale County Schools as movement is made into a unitary system. They are submitted to the Board of Education and the School Superintendent for review and action.

Sincerely,

L. C. Palmer

L. C. Palmer
Director

LCP:rmg

SUMMARY REPORT OF
IN-SERVICE EDUCATION TO SOLVE PROBLEMS
INCIDENT TO THE ELIMINATION OF THE DUAL SCHOOL SYSTEM

BACKGROUND INFORMATION

On January 1, 1969, Rockdale County received a grant from the U. S. Office of Education under the provision of Title IV, Section 405, of Public Law 88-352, The Civil Rights Act of 1964. The grant was for the purpose of carrying on in-service education to solve problems incident to the elimination of the dual school system.

The following objectives were set forth:

A. To provide professional staff members with understandings of the causes of instructional problems within multi-cultural and multi-racial classrooms, and how to utilize these understandings to create effective learning situations.

B. To introduce professional staff members to different organizational patterns for the school system, individual schools, and classrooms; to utilize their collective knowledge and experiences in helping to formulate Rockdale County's new organizational structure.

C. To use the resources in the Rockdale County Public Schools (including its Titles I and III, ESEA, projects) and those resources made available by the Desegregation Educational Center at the University of Georgia in establishing and operating a collaborative program to facilitate the elimination of the dual school system.

D. To foster an understanding of the dynamics of the culturally different and educationally disadvantaged in the learning process; to encourage teachers in the strengthening of their ability to utilize a pluralistic approach to teaching.

E. To involve Board of Education members, community leaders, parents, and students in informal activities to facilitate school desegregation.

F. To create integrated classroom situations for teachers in the in-service program, thereby enabling white and Negro teachers prior to the establishment of a unitary school system to have opportunities to function in simulated classrooms which include students of different races and backgrounds.

G. To provide the school system's non-professional staff (custodians, cafeteria workers, bus drivers, school secretaries) with information concerning problems incident to abolishing the dual school system.

Each professional employee of the Rockdale County Board of Education was invited to participate in the in-service program. The main thrust of this in-service program was four weekend seminars.

The first session was devoted to a lecture and discussion of the so-called disadvantaged child by Dr. Edward G. Ponder of New York University, a nationally recognized authority on the disadvantaged. The "disadvantaged", "culturally deprived", "underprivileged" -- or whatever names are used to describe this student -- must be recognized as a distinct individual capable, for the most part, of developing into a productive citizen if schools provide the proper attitude, committment, skills, and climate for learning to make this possible.

The second part of this seminar was a presentation by Dr. Harry Williams of the University of Georgia on "Black and White in School." This presentation and the subsequent discussion indicated that teachers and students will have some apprehension and, at times, may feel uncomfortable; but teachers should recognize there will be problems, and they should try consciously to be equal and fair and accepting in their relationships and reactions to students and fellow teachers.

Being a good teacher is basic, and this always requires sensitivity and understanding of the whole range of problems found in children. Teachers must be aware that Negro children almost always have built-in fears and sensitivities about whites, and white students usually have built-in stereotypes and misunderstandings about Negroes. Teachers must expect "children will be children" incidents, and treat them as that. Lines of communication must be kept open; good communication is essential in any interpersonal relations.

The second seminar was composed of two presentations: "Those Different Children" by Dr. Jewell Wade of Georgia Southern College and "Internal Facets of School Organization" by Dr. Oscar Jarvis of the University of Georgia. These presentations were followed by small group discussions. It was concluded that today, more than ever before, we are concerned about differences among individuals and the importance of each individual developing a sense of personal worth and self-fulfillment, of feeling truly valuable. The individual differences among children are real; and no matter how much we accelerate their educational process or how much we improve it, the differences in each individual will continue to persist.

Teachers are not likely to succeed in fostering a sense of personal value if they have a common set of expectations for all their students. Students, like other human beings, must achieve success in their work; and, in order to do this, they must be working at a level of achievement at which they can function. The organization of the school is a major focal point in determining the extent to which the child can achieve. Probably the greatest problem teachers and administrators have ever faced in public education is how to organize instruction so that every child always is being taught what he is ready to learn next. It is to this end that the teachers of Rockdale County addressed themselves in making some recommendations which follow in this report.

In seeking to raise the ceiling and lower the floor of educational expectations in line with the range of differences in any instructional group, a great many existing practices need to be examined: grouping procedures, use of materials and resources, marking practices, promotional guidelines, and reporting student progress to parents. These were topics for discussion in this second seminar; they will be dealt with in more detail later.

The third seminar consisted of two presentations: "Awareness", by Mr. K. Z. Chavis, Regional Director of the Leadership Development Program; and "Problems in Education", by Dr. Mary Scott, of Georgia State College. The second day of this seminar was devoted to meeting the needs of individuals in various subject matter areas.

It was apparent from group discussions that the teachers must diagnose the educational progress and needs of each individual student, then prescribe the most appropriate alternatives and assist the student in using those alternatives. The classroom teacher is the person closest to the student and should be knowledgeable of his needs. The teacher must be supported in this endeavor by the school administration.

Also, it is apparent that all students in a given class do not need, nor can they comprehend, the same type of material. If we are to provide maximum educational opportunities for each student at his level of achievement, we must fill our education pharmacy of alternatives with a variety so the teacher may have the right prescription for each student. This means we must have multi-level materials at each level.

The fourth, and last seminar was devoted to summarizing and making recommendations for establishing organizational structures that would maximize learning opportunities for all children. It was the opinion of the Rockdale County teachers that if no provisions are made for each student to be accepted into the educational program as he is and taught at his level of achievement, children with learning handicaps will find themselves completely unable to function with any degree of success.

Details of the recommendations of the teachers follow in this report.

RECOMMENDATIONS OF COORDINATING COMMITTEE

Item XI under "Procedures" in the project proposal states "the Coordinating Committee will meet approximately 200 hours after regular school hours during the 1968-69 school term. In addition to its responsibilities in planning and conducting the seminars, it will work with the project director in designing a total plan for desegregation for submission to the school superintendent and Board of Education before June 30, 1969. This plan will include information on student characteristics, student placement, grading procedures, staff utilization, teacher evaluation, organizational structure, textbook utilization, and family background."

As time necessitated implementation of a plan, much of staff utilization and organizational structure had to be done before the end of the 1968-69 school year. The Coordinating Committee endorses this action and is submitting herewith a report to the superintendent and the Board of Education rather than a plan. The report, however, will include each of the items enumerated above.

CHARACTERISTICS OF STUDENT POPULATION

The Rockdale County student population, like most student bodies in the State, is composed of individuals with different backgrounds, experiences, interests, and capabilities. The teachers and the staff of the Pupil Personnel Services Center have given standardized tests to all of the children in the school system. Each individual child, grades two through twelve, was given a mental maturity battery and an achievement battery during the 1967-68 school year. This information is available to all teachers and administrators of the school system.

During the 1968-69 school year, a battery of mental maturity and achievement tests was given to selected groups of students in the system. An analysis has been made of the results of these tests, and the information is available to teachers and the administration.

The Pupil Personnel Services Center has accepted on a case basis a number of children during the past two school years. Appropriate information with respect to these cases is available to teachers and administrators.

In view of the individual students' differences, the Rockdale County teachers have voiced a desire to develop a more comprehensive program of continuous progress so as to meet the different educational needs of the students. This is in keeping with the philosophy of taking the student where he is and teaching him what he is ready to learn next.

The three areas of recommendations from the teachers and the total instructional staff in support of efforts to maximize education for all students are divided into three sections: ORGANIZING FOR LEARNING, PROMOTIONAL PRACTICES, AND REPORTING TO PARENTS.

ORGANIZING FOR LEARNING

School organization is multi-faceted. There are a considerable number of opinions as to which type of organization is best.

Many unique factors are involved which influence the type of organizational framework for an individual school; factors such as the size of staff, physical facilities, training and experience of staff, patron desires, and other factors.

Several guiding principles of organization should be kept in mind in forming a school organization framework:

(1) The organizational arrangement should contribute towards appropriate concentration on the teaching of knowledges, understandings, and intellectual skills; the development of a proper set of attitudes, appreciations, values, and interests; and the acquisition of needed motor skills.

(2) The organizational plan should be harmonious with the educational philosophy of the school system. The Philosophy of the Rockdale County Board of Education states: "The Board of Education believes that each person should be accepted into the educational program as he is, that he should be provided with a stimulating environment and opportunities for learning experiences designed to promote behavioral development that will effect continuing satisfactory adjustment to life." In the practical application of this Philosophy, opportunities shall be provided each person within the limits of his capacity:

1. To obtain an education, considering his personal interests, abilities, and needs.
2. To learn citizenship and democracy, emphasizing interest and participation in world and community problems.
3. To develop emotionally, morally, and socially so that he is increasingly able to cope with life's problems.
4. To develop a healthy body.

(3) Continuous pupil progress should be enhanced by the organizational plan.

(4) The organizational plan should recognize the uniqueness of the individual learners and meet their individual educational needs. One of the strengths of a democratic and pluralistic society is the diversity of its citizenry in the child, adolescent, and adult populations. Every educable child should have the opportunity to

develop his potentialities to an optimum level regardless of his ethnic, social, racial, and national background. Therefore, the organizational plan should facilitate the development of each child optimally, if all children are to learn to live successfully in a democratic and pluralistic society.

(5) The organizational plan should be congruent with established principles of child growth and development, psychology, and mental hygiene. The learning environment of the school should be of such nature that it contributes to the social and emotional adjustment of the children and provides an atmosphere in which the children not only feel secure, but achieve rapport with peers and teachers alike.

Finally, the organizational arrangement should be easy for children, teachers, and parents to understand. In addition to being readily understandable, it also should be easy to administer.

There are numerous alternatives with respect to facets of internal organization which are usable in developing an appropriate plan or organization. Of course, the selected facet will be different from individual to individual, dependent upon his own educational philosophy. In viewing the facet of internal organization, the need for harmony in selecting from one phase of organization to another is visible. Certain types of internal organization tend to facilitate certain educational philosophies more than others.

For example, if a rigid academic program is desired, emphasizing facts and skills mastery of a single subject within a set grade level, a subject centered curriculum, the following type of organization might be used:

1. Curriculum Design: Subjects-in-isolation
2. Vertical Organization Pattern: Graded School
3. Horizontal Organizational Pattern: Departmentalization
4. Sectioning: Homogenous
5. Grouping: Homogeneous
6. Marking: Competitive ABC's
7. Reporting to Parents: Comparative Letter Marks

Conversely, if one wished to operate a program which emphasized education as a process; i.e., developing individuals who are capable of learning at their own level of achievement, a child centered curriculum, one might use this type of organization:

1. Curriculum Design: Learner (Child) Centered
2. Vertical Organizational Pattern: Nongraded
3. Horizontal Organizational Pattern: Self-Contained Classroom
4. Sectioning: Heterogenous
5. Grouping: Homogeneous and Heterogeneous
6. Marking: Individual Progress
7. Reporting to Parents: Checklist and Parent-Teacher Conference

Research indicates that there is no single method of organization which seems to be better than another. As stated earlier, much depends on the individual school staff and its education philosophy.

In light of this, the Coordinating Committee endorses these teacher recommendations:

(1) Within the principles outlined in this report, the policies for internal school organization be left to the individual school.

(2) That multi-level materials be provided for all schools

(3) That the reading program be organized across grade lines. (Reading level of the child rather than grade level.)

(4) That ability grouping not be used in the upper elementary grades; that some type of grouping be used in connection with the high school's core curriculum.

PROMOTIONAL PRACTICES

Promotional practices are a focal point for the vertical organization within the school's internal structure. There generally is a graded school structure, in the strictest sense, as opposed to complete nongradeness. However, there are a variety of combinations between these extremes, and it is within this area that Rockdale County Public Schools presently is functioning.

In a strict graded school, it is believed that each child is received on grade level and must be at next grade level for promotion at the end of any given year. This not only assumes that all children are ready to learn the same thing but that their abilities to achieve are the same. All research shows that students differ in many ways and that their educational potential is varied.

Nongradeness is a method whereby each pupil is allowed to progress through school at his own individual rate, learning the next step after mastering the current step. Each one does the best he can to master as much of the subject during any given year as possible, and he begins the next year where he left off at the close of the preceding session.

It generally is accepted that the vertical organization of the school should provide for the continuous, unbroken, upward progression of all students, with recognition of the wide variability among them in every aspect of their development. It is to this desire that the graded school falls short, as it does not provide properly for the individual differences of children. The subject-centered, graded school has limitations that do not provide maximum educational opportunities for all.

Following are some of the points not fully recognized in this vertical organization:

(1) Children entering the first grade do not have the same abilities.

Some differences are readily apparent: size, ability, social functioning. Other differences, perhaps less obvious, are: age, academic readiness, health, and emotional status. Recognizing the existence of these differences, Rockdale County Public Schools for the past two years has conducted a Pre-School Assessment Program. Data collected through this program clearly show the diversity in children entering the first grade.

(2) Children do not mature at the same rate.

It is easy to recognize that some children grow faster physically than their classmates. Differences in social, emotional, and academic growth also exist in children. The existance of mental and chronological variance represents a chasm too wide for sound instruction without some aspects of a nongraded pattern being utilized.

(3) Children do not learn at the same rate.

Children of unequal ability and experience should not be expected to achieve at common rates. From the first day of school, the slow learner (under-achiever, basic student, deprived child, etc.) is at a disadvantage. The best teacher cannot reach these students if she must orient her class to a single set of books, proceeding at a common rate for everyone. Researchers have found that many school dropouts did not succeed in the first grade.

(4) Repeating does not help.

When the lock-step, 12-layer graded plan is followed, it means that children who do not successfully complete the body of knowledge in the allotted 180 school days must repeat the material the following year. (Of course, some children are "socially promoted" or "placed" in exception to this plan. While the retained students undoubtedly are academically behind their classmates, the spread in most cases would not be exactly a complete school year.)

The strongest point to be made about retention, however, is that it seldom works. Statistics show that children who repeat a grade level do not usually make any better grades the second year, and most do not master the subject material any better. Frequently, the break from their peer group intensifies any behaviorial problems already present.

One of the three major interests of the teachers and other professional personnel in this school system was "promotional practices." Although not mentioned specifically in the Board's "Philosophy", promotional practices carry a person from the time he is "accepted into the educational program as he is" until he had succeeded with the opportunities "provided each person within the limits of his capacity."

The Coordinating Committee of teachers and other school personnel compiled a report on systemwide faculty recommendations. In the area of "promotional practices," the primary grades (1-3) recommended:

"Adopt a continuous progress plan for primary schools (or levels) with elimination of existing grade levels."

Based on this recommendation--which reflects the wishes of Rockdale County teachers and principals in the primary grades--and reinforced by information contained elsewhere in this report concerning weaknesses of the graded school structure, it is proposed that effective with the start of the 1969-70 school term:

(1) Existing 1-2-3 grade levels be eliminated.

(2) The organizational pattern for a continuous progress program be left to the principal and faculty in each elementary school.

(3) Multi-level materials be available for the classroom teacher's use.

(4) The discarded grade levels be replaced by a series of "levels of learning" in each subject area, enabling each student to continuously progress through these levels at his own speed.

(5) A new reporting system be developed consistent with the continuous progress pattern as outlined in a following recommendation.

Since the Coordinating Committee's assignment was to prepare recommendations on behalf of the countywide faculty, it would be inappropriate to propose at this time a nongraded structure above the present third grade level. Following are the respective recommendations on promotional practices.

Grades 4-5-6. "Leave to principal, teacher, and parent to determine if child would benefit from repeating."

Grades 7-8. "Grade placement--heterogeneous for homeroom; achievement placement in every subject if possible; teacher to make final decision."

Grades 9-12. "Child not be more than three years beyond his age-level in school (not be individual teacher's role, but have a committee to handle). EMR classes at the high school."

Many teachers discussed a continuous progress program and certainly all teachers requested multi-level materials. It is in this light that the Coordinating Committee feels an urgent need for a committee of teachers and principals from primary school through high school to be formed early in the 1969-70 school year to investigate ways of most effectively moving the child from the primary level through high school.

REPORTING TO PARENTS

The fundamental reason for reporting pupil progress is to inform parents of the progress their children are making in school. The teacher generally assigns a letter grade to the child in each subject based on his achievement with the others in the class. This method is not completely fair to the student or parent.

First, students are different and to measure one against another does not tell how the individual is functioning in view of his own abilities and teacher expectation. It is not fair to expect the same from each student. Parents should be informed as to what skills the child has attained and where he needs to improve. The best way to do this, of course, is a parent-teacher conference which is encouraged by the teacher. The next best instrument is a check-list type of report, showing strengths and weaknesses.

It is the recommendation of the teachers that the Rockdale County Board of Education establish a nine-week grading period with a mid-period progress report. The following are reasons why the students and teachers prefer a nine-week reporting period.

(1) Nine weeks is a more appropriate length of time to cover a block of material, thereby providing a natural opportunity for the most accurate testing and evaluation of a student's work. Much of the course work is divided into units that fall naturally into a nine-week period. This is particularly true in some of the vocational courses.

(2) The student has time to evaluate his progress and correct deficiencies during a particular grading period.

(3) More work in depth can be assigned, completed, and evaluated. This refers to long-range projects, special reports, book reports, etc.

(4) This school system is one of very few that continue to have a six-week grading period, and this complicates the problems of students transferring into or out of the system.

(5) With the six-week grading period, students are continuously studying, reviewing for tests, taking tests, and recovering from tests. This constant attention and emphasis on testing cause the student to focus completely on the grade to the exclusion of learning the subject matter being presented.

(6) Days used in testing (this does not include days for review). Under the six-week plan at the high school level, 21 days are used for testing. Under the nine-week plan, only 15 days would be needed for testing. This would add six teaching days.

(7) The nine-week grading period, with a good progress report at midterm of this nine weeks, would provide students and parents with a more accurate and useful reporting plan.

(8) It should be pointed out that a parent can find out how his child is doing in school at any time. Teachers and counselors are available before and after school for conferences. Under either the six- or nine-week grading period, there is no reason for a parent to remain in doubt about his child's progress in a class.

The primary, elementary, junior high, and high school faculties have made the following respective recommendations in the area of reporting to parents:

Primary Report

It is our belief that if children are free from anxiety, tension, and fear, they will be more able to succeed at their own rate. Children differ in abilities, interests, rates of growth, and past experiences. Development is uneven. Growth may be rapid during one period and slow during another. Each child should be placed where he has the best opportunity to do his best work.

The present reporting system has caused parents such anxiety that they have become grade-conscious, pressuring children beyond their capabilities. This, in turn, has resulted in frustrations, dropouts, and inabilities to cope with life's problems. Therefore, we recommend the adoption of a Continuous Progress Plan for primary schools (or levels) with elimination of existing grade levels and letter grades.

Moreover, we submit the following method of reporting to parents:

(1) That a report card be sent at the end of each nine weeks. This card should indicate the reading level at the time of the report and should indicate whether or not the child is making progress in keeping with his established pattern of learning. If there is evidence that a conference is needed, this should be indicated on the card. A conference may be requested to discuss a favorable change as well as a need for help. (See Figures 1 and 2 in Appendix B.)

(2) That conferences be scheduled after each reading test.

(3) That teachers request other conferences as needs arise.

(4) That parents be encouraged to request conferences.

(5) That samples of work be sent home.

This method offers an opportunity for parents to have a better understanding of their child's progress, a closer working relationship between parents and teachers, and, as a final result, more meaningful educational experiences for children.

Upon the Board of Education's adoption of this method of reporting, an explanation would be presented to parents. (See Figures 3 and 4 in Appendix B.)

Grades 4, 5, 6

Rockdale County teachers in grades 4, 5, and 6 feel that the present report card does not present an adequate picture of pupil progress.

Research tends to indicate that our present marks and marking systems are based on certain fallacious assumptions:

(1) The belief that anyone can tell from the assigned mark what the pupil's level of achievement is or what progress he has made.

(2) The belief that any student can achieve any mark he wishes, if he is willing to make the effort.

(3) The belief that the competitive marking system provides a worthwhile and justifiable introduction to competitive adult life.

(4) The belief that school marks can be used as a means to an end without their becoming thought of by students as ends in themselves.

The above assumptions have little or no basis in fact. The truth of the matter is that the ordinary marking system does not allow adequately for individual differences in pupils; and learning, rather than marks, should be the object of education.

Letter and percentage marks do not show what skills, concepts, attitudes, appreciations, or ideals the pupil has learned. They give no indication of the pupil's strengths or weaknesses in a subject, nor do they tell how much he has progressed.

Because of the inadequacies of the present marking and reporting systems, Rockdale County Public Schools needs a report which shows such things as effort, behavior, study habits, attitudes, etc. The report of a child's progress should show his growth and development in the whole school program--the progress in relation to what can be reasonably expected of him in light of his own ability.

(The recommended report card and progress report are in Figure 5 and 6 in Appendix B.)

Junior High School

In an effort to report student progress more accurately to parents, the Junior High School Report Card Committee recommends the following:

(1) That each grading period consists of nine weeks.

(2) That the report card (See Figure 7 in Appendix B.) report three kinds of information:

a. The student's achievement in terms of an estimate of his own ability level in a specific subject area.

The code will be:

A - Excellent
B - Above Average
C - Average
D - Poor
F - Failure

b. The student's achievement in terms of a comparison with others in his grade.

The code will be:

1 - Above grade level
2 - At grade level
3 - Below grade level

c. A subject matter check list that shows his strengths and weaknesses.

The code will be:

S - Satisfactory
U - Unsatisfactory

(These three items are consistent with a recognition of the wide range of ability differences among children in the various subject areas and with corresponding efforts to provide learning experiences and materials appropriate to each child, regardless of the grade level to which he has been assigned.)

(3) That a progress report (See Figure 8 in Appendix B.) be sent to parents at the mid-point of the first and third-week grading period and at other times at the discretion of the teacher. This report will indicate satisfactory or unsatisfactory preformance in each subject area.

(4) That opportunities be provided to supplement the report card and progress reports through parent-teacher conferences.

(5) That the report card be printed on a punch-out form (self-carbonized).

High School

The Rockdale County High School faculty recommended a report card (See Figure 9 in Appendix B.) giving a measurement of the student's academic achievement as well as his conduct evaluation on a nine-week grading period. This instrument is very similar to the present report card except it would be issued four, rather than six, times each year.

The teachers felt if the Superintendent and School Board saw a need for a mid-point report, a progress report (See Figure 10 in Appendix B.) could be used. This progress report would replace the present deficiency which was negative in design. This progress report would go to each student's parents through the student, and this would be handled directly by the subject teacher.

Special Education

The Coordinating Committee recommends a continual study on the establishment of more special education classes for students who could benefit from such classes. The school system currently has six EMR classes, with unmet needs for additional special education classes. Due to chronological and physical growth and to the enrollment of other students with more intense needs, some EMR students annually must be placed back into the regular classroom.

It is proposed that the systemwide committee for Special Education continue to study the vertical movement of EMR students from primary level through high school.

Staff Utilization

The administration and the Board of Education, out of necessity, had to make preliminary staff assignments early in the spring. Therefore, the way teachers will be used in the reorganized school system -- that is, the way the Negro teachers will be dispersed in the several schools and the way white teachers will be dispersed in the several schools -- has been decided by the Superintendent and Board of Education in a generalized way. Because of the importance of keeping racial balance with respect to faculty in the several schools, the placement of teachers had to be done at an early date.

Teacher Evaluation

The Coordinating Committee made two major efforts looking toward a type of teacher evaluation. One of these efforts has been a look at the "Flander's Interaction Analysis Process", and the other was the purchase of the "Bell and Howell Encounter Tapes." The Committee believes that individual teacher improvement and self-evaluation probably form the best possible kind of teacher evaluation. Therefore, the committee suggests that during the next school year, provisions be made for further consideration of the use in some teacher groups of the "Flander's Interaction Analysis," or some similar program.

Also, the committee recommends that groups of teachers who volunteer be given the opportunity in small groups to use the "Self-Improvement Encounter Tapes" which are available. It is believed that if considerable emphasis and help could be given to teachers in an individual self-improvement and self-evaluation program, more benefits can come to both the teacher and the school system, than if someone undertook the task of evaluating the teachers by some other process. It should be said that this is not an objective evaluation of all teachers and is not so intended.

The committee recommends that the principals adapt or develop an instrument for checking or scoring a teacher. It is recommended that principals, in writing, check each teacher several times each year. The principal should give the teacher a copy of the checked instrument and arrange a conference with the teacher to discuss the principal's evaluation. Teachers who are not producing should be told early and should be given help early. Therefore, one check should be made early and help arranged to help correct deficiencies. Follow-up should be made to see whether or not corrections are being made. This suggests that all teachers should be scored by the principal at least three times annually, spaced early in the school year, in the middle of the school year, and late in the school year.

Organizational Structure

The administration and the Board of Education have decided on an organizational structure for the school system next year. This has been dictated by a number of factors and by some study which went on in the system with respect to the school plant and the school population in the school year 1967-68.

Because of all of the factors, the Board has decided to have two elementary schools with grades 1-6; one elementary school with grades 1-3; another elementary school with grades 4-6; a junior high school with grades 7-8; and a senior high school with grades 9-12. By pairing one of the elementary schools, grades 4-6, and another elementary school, grades 1-3, attendance areas were drawn and a racial balance of students has been achieved in all of the schools. As stated previously, the teachers have been dispersed throughout the system in a manner to have a racial balance with respect to the faculty.

Textbook Utilization

The system has a basal reading series; and during the 1968-69 school year a considerable amount of local funds, together with available state funds, was spent for the improvement of the textbook situation. It is believed that there is an adequate supply of textbooks for the basal program at the present time. There is a Textbook Committee, headed by the curriculum director.

This committee should be called upon to make continuous recommendations with respect to upgrading materials as the system goes into a unitary organization. There are recognized needs for multi-level and multi-ethnic materials which are not now available in the system. Every effort should be made to provide more and more of these materials.

It is believed that one of the major problems which will occur in the unitary system is the difference in language between some of the children. Therefore, the committee recommends that teachers pay a great deal of attention to the language differences and that great effort be made to provide materials and instruction which will help in language development on the part of children who have a gap in this area.

Family Background

The staff has asked for and the committee recommends that provision be made during the pre-planning week for a guided tour of the county for all teachers. The geographic area of the county is small and a carefully planned tour, in all probability, can be made of the entire county with teachers traveling on school buses. Such a tour would give the teachers a general knowledge of the geography of the county, its dwellings, businesses, industries, and roads.

The committee recommends that during the next school year attention be given to putting together more detailed information on the socio-economic backgrounds of families in the county.

Salary Schedule Credit For In-Service

It is recommended that teachers be given credit on the salary schedule for in-service training sessions. Details would need to be worked out and submitted to the Board of Education for action.

High School "Racial Council"

Student discussion groups were held by the Coordinating Committee, with four groups of 16 students in each group. They were white and Negro students from grades 6, 7, 8, 9, 10, and 11, and from all schools with these grade levels. Three members of the Coordinating Committee met with each group for the three sessions.

The purposes of these discussion groups were to:

(1) explain fully next year's school organization,

(2) discuss race differences and race myths,

(3) provide opportunities for free discussion on problems,

(4) plan ways students can help in transition next year and plan for continued discussion and feedback to the school system of students' reactions.

It is recommended that the junior and senior high schools establish a student "Racial Council." This council would be a source of feedback to the school system of students' reactions. As in many other systems in which a racial council has been effective, the students may solve some of their own problems and misunderstandings if given an opportunity. Quite naturally, proper administrative supervision would be essential.

Twelve Month School Year

When the fact that the Atlanta Public Schools has initiated a 12-month school year is connected with metropolitan Atlanta's interest and State concern on this manner, it is obvious that Rockdale County needs to consider the implications and possibilities of this new pattern in Georgia education.

The Coordinating Committee recommends that a local school system-community leaders committee be appointed this fall by the Rockdale County Board of Education to investigate the merits of the 12-month school year, the anticipated costs of this year-round operation, and community reaction to such a plan.

Length of High School Courses

Other recommendations have dealt mainly with continuous progress below the high school level. It has been noted that the nine-week exploratory courses at Rockdale County High School would be facilitated tremendously by the nine-week grading period. The purpose of this recommendation is to tie together these two ideas -- continuous progress and the nine-week grading period.

The exploratory courses (with a couple of exceptions) are for nine weeks. Several courses are for two nine-week periods (one semester). The remainder of the courses are year-long (two semesters) in length.

Statistics indicate the greatest number of dropouts occur after students believe they have failed a course in which they must remain enrolled for the remainder of the school year. Some return to school in the fall; many dropouts never come back.

Since it is possible to establish nine-week exploratory courses, it also may be possible to set up every high school course in the core curriculum on a nine-week basis. A student who fails the first nine weeks could enroll in the course for the second nine weeks of school, reducing the time between failure and retention due to this failure.

The Coordinating Committee proposes that early in the 1969-70 school term a committee of high school faculty members and community leaders be appointed by the Board of Education to investigate the feasibility of placing as many courses as possible on a nine-week pattern.

(While the Coordinating Committee believes that a feasibility investigation of the nine-week course pattern has merits of its own and could function successfully during the regular school year, this type of pattern virtually would be required in a 12-month school year.)

"Mini-Grant" Program

Four members of the Coordinating Committee visited the school system in Chapel Hill, North Carolina. One idea they brought back was the Chapel Hill School Development Program, or the "Mini-Grant" Program. It provides a means to establish a special fund composed of contributions from the school community.

Under the program, teachers would be invited to present ideas and plans for trying something new. If the project is approved, the teacher will be granted a "Mini-Grant" to fund the project. The committee recommends that Rockdale County establish such a program for the school system.

Chapel Hill says: "The philosophy underlying our program is based on two major premises. The first of these is the regular classroom is a tremendous source of innovative ideas in education. The second premise is that education change can only be accomplished with support of the professional staff, support in the sense of active teacher involvement in the effort to bring about positive change."

It seems that there would be some psychological advantage to be gained. First, the program would be altogether Rockdale County. If wide community participation could be achieved, the community would be part and parcel of it. Second, if a teacher was funded to try her idea, she would surely try hard to make it succeed.

Follow-Up on Seminars

As a follow-up on the seminars conducted during 1968-69, it is recommended that provisions be made for teachers to meet periodically in a somewhat informal small group setting to assess (or evaluate) the school situation as this relates to elimination of the dual school system. This ongoing assessment of problems or progress appears to be an essential part of the total plan, and continuous opportunity for feedback from teachers is quite important.

Some options for providing this opportunity for feedback are as follows:

Obtain a Title IV Project for the support for this.

Utilize PTA support in the form of voluntary parent-teachers who would teach for a day so that teachers could be released to meet for discussion and evaluation. (This would be scheduled by schools with part of the faculty being released at a time.)

More intensive self-evaluation of teacher effectiveness by providing opportunities for "Encounter Tapes" and the "Flander's Analysis" material for self-improvement.

APPENDIX B

	REPORTING PERIOD			
ATTENDANCE	1	2	3	4
Days Present				
Days Absent				
Days Tardy				

MATH				
STEP I				
Level 1				
Level 2				
STEP II				
Level 1				
Level 2				
STEP III				
Level 1				
Level 2				

WRITING				
LANGUAGE				
SPELLING				
SCIENCE AND HEALTH				
SOCIAL STUDIES				
ART				
MUSIC				
P. E.				

EXPLANATION OF MARKS

X = Making progress in keeping with his established pattern of learning

✓ = Conference requested

	REPORTING PERIOD			
READING	1	2	3	4
*STEP I				
Level 1				
Level 2				
Level 3				
*STEP II				
Level 1				
Level 2				
Level 3				
*STEP III				
*STEP IV				
*STEP V				
*STEP VI				
*STEP VII				
*STEP VIII				

EXPLANATION OF MARKS

* = Parent will be requested to come for a conference upon completion of a step.

Figure 1

SIGNATURE OF PARENTS

____
FIRST REPORT

____
SECOND REPORT

____
THIRD REPORT

____
FOURTH REPORT

Conferences are scheduled in the afternoon between 3:00 and 4:00. Call the school office to make arrangements.

ROCKDALE COUNTY
SCHOOL SYSTEM

CONYERS, GEORGIA 30207

19 — 19

PRIMARY DEPARTMENT REPORT

To the Parents:

The purpose of this report is to describe your child's progress and needs, rather than to compare him with other children. Children differ in abilities, interests, rates of growth and past experiences. Development is uneven. Growth may be rapid during one period and slow during another. Therefore, in the Primary Department, each child is placed where he has the best opportunity to do his best work. His progress is continuous.

No report card can give a complete report on any child. Therefore, you are urged to schedule a parent-teacher conference by calling the office.

Charles A. Kennedy, Superintendent

NAME ______________________________

SCHOOL ______________________________

TEACHER ______________________________

PRINCIPAL ______________________________

FIGURE 2

PRIMARY DEPARTMENT

CONFERENCE REQUEST

Teacher____________________________________Date______________

___________________________________has completed Step________.

Please come________________(day) at______________(time) to discuss his progress. If it is impossible for you to come at this time, please call the office (483-   ).

Please sign and return tomorrow.

______________I will come at the scheduled time.

______________I will call the office.

____

Parent's signature

FIGURE 3

REPORT TO PARENTS

On New
Primary Department Grading System

This pamphlet has been prepared primarily to explain the new system of grading children in the Primary Department in Rockdale County Schools.

In recent years, there have been many changes in the field of education. Children have their own growth patterns in learning, just as they have their own growth patterns in physical and personality development. If children are free from anxiety, tension and fear, they will be more able to succeed at their own rate. Children differ in abilities, interests, rates of growth, and past experiences. Development is uneven. Growth may be rapid during one period and slow during another. Each child should be placed where he has the best opportunity to do his best work.

Rockdale County is effectively meeting the challenge of how best to fulfill the educational needs of each child by a "Continuous Progress Plan" for primary schools. Children already have been provided a sequential reading program, and the existing grade levels and letter grades long have been a hindrance to the instructional program. We have progressed to the point that the grading system is no longer applicable; and, in fact, is contradictory to what is actually taking place in our school. Moreover, we are merely eliminating grade names and freeing children to move in the educational structure unhampered by grade level and letter grades.

In the grade system, a child is promoted at the year's end if he has fulfilled a specific amount of work from September to June; otherwise, he is usually retained. To him this means repetition of the same material for another year even if he has successfully covered part of the required work. This fosters a feeling of failure and a consequent lack of interest in the same material. On the other hand, in the "Continuous Progress Program" a child is provided a smooth sequence of advancement through the Primary Department. He will be allowed to continue his progress in September where he left off in June. He will not fail, nor will he repeat what he already has completed. The child progresses continuously at his own pace, doing as much work as quickly as possible for him--or taking as much time as he needs.

In the Primary Department, a child is given a block of time to prepare for elementary work. This usually takes three years, although some may need four years. Since success in all other subjects depends upon the child's ability to read, this program is aimed at continuous growth in reading skills. During this block of time, the child will complete reading Steps 1-8--which replace grades one, two, and three. Subject matter content for the Primary Department is the same as in grades one-to-three. The primary block is most essential to the child's future school success. In these years the main emphasis is on learning all the basic skills and tools he will need and use for continued success in reading, as well as in all other subjects.

The reporting system used in the past has caused parents such anxiety that they have become grade-conscious, pressuring children beyond their capabilities. This, in turn, has resulted in frustrations, learning disabilities, drop-outs, and has produced individuals unable to cope with life's problems. Therefore, the following method of reporting to parents has been adopted:

1. A report card will be sent at the end of each nine weeks. This card should indicate the reading level at the time of the report and should indicate that the child is making progress in keeping with his established pattern of learning. If there is evidence that a conference is needed, this should be indicated on the card. A conference may be requested to discuss a favorable change as well as a need for help.

2. Conferences will be scheduled after each reading test upon the completion of a step. Since the testing time for children working at individual speeds rarely coincides with report card time, conferences scheduled after each test give parents a more accurate picture of the child's achievement than would a letter grade on a report card.

   By using this method, it is hoped to eliminate the idea that report cards are to be dreaded, and replace this with a true picture of the child's progress. Since one child's best work may be poor work for another and vice versa, letter grades lose their meaning in trying to determine an individual's progress. On the other hand, conferences upon completion of each block of work will indicate the child's achievement and will pin-point any area of difficulty.

3. Teachers will request other conferences as needs arise.

4. Parents will be encouraged to request conferences when they feel the need.

5. Samples of work will be sent home.

This method offers: an opportunity for parents to better understand their child's progress; a closer working relationship between parent and teachers; and as a final result, more meaningful educational experiences for children.

We feel sure that you as parents will see the numerous advantages offered to your children by this "Continuous Progress Plan" and new reporting system. Your child will be a happier child with strain and tension removed, progressing according to his needs and abilities. All concerned -- teacher, parents, and child -- will be secure in the knowledge that the child is achieving.

FIGURE 4

INDIVIDUAL DIFFERENCES

Why Is One Child Ahead, One Behind, And One In Between, When All Three Started School At The Same Time?

A lag in progress may be due to:

1. Speech difficulties
2. Eyes not ready for reading
3. Boys maturing slower than girls
4. Poor vision
5. Hearing difficulties
6. Excessive absences
7. Lack of vitality
8. Home difficulties
9. Hyperactivity
10. Poor social adjustment, emotional problems
11. Poor listening habits, short attention span
12. Slow rate of mental growth
13. Readiness at different times

ROCKDALE COUNTY UPPER ELEMENTARY

PROGRESS REPORT

Figure 5

TO PARENT OR GUARDIAN

This report is being sent home to you near the mid-point of the nine-week grading period. Its purpose is to provide you with information on your child's progress. Teachers are available by appointment for individual work with students after school. If you desire a conference with your child's teacher, please contact the school office to leave your telephone number. The teacher will return your call.

STUDENT ____

TEACHER ____

S— Satisfactory
U— Unsatisfactory

		1st Gr. Period		2nd Gr. Period		3rd Gr. Period		4th Gr. Period	
		S	U	S	U	S	U	S	U
READING	Homework								
	Effort								
	Conduct								
	Participation								
	Materials								
	Progressing								
ENGLISH	Homework								
	Effort								
	Conduct								
	Participation								
	Materials								
	Progressing								
SPELLING	Homework								
	Effort								
	Conduct								
	Participation								
	Materials								
	Progressing								
MATH	Homework								
	Effort								
	Conduct								
	Participation								
	Materials								
	Progressing								
SCIENCE	Homework								
	Effort								
	Conduct								
	Participation								
	Materials								
	Progressing								
SOCIAL STUDIES	Homework								
	Effort								
	Conduct								
	Participation								
	Materials								
	Progressing								
PHYSICAL EDUCATION	Effort								
	Conduct								
	Participation								

PARENT'S OR GUARDIAN'S SIGNATURE

1st Grading Period ______________________

Comments:

2nd Grading Period ______________________

Comments:

3rd Grading Period ______________________

Comments:

4th Grading Period ______________________

Comments:

TEACHER'S COMMENTS

1st Grading Period ______________________

2nd Grading Period ______________________

3rd Grading Period ______________________

4th Grading Period ______________________

REPORT TO PARENTS

ON

NAME__________________________________ **GRADE**____

Our reporting system consists of this written report and planned parent-teacher conferences.

This report will tell you many things about how your child is progressing on the basis of his own abilities.

Please feel free to talk with your child's teacher. We are always glad to plan conferences to talk with you about all aspects of your child's progress.

C. J. HICKS ELEMENTARY SCHOOL

School Year 19. . to 19. .
Rockdale County School System
Conyers, Georgia 30207

PLEASE DO NOT BEND, FOLD OR ROLL THIS CARD

NAME ______________________ HOMEROOM TEACHER ______________________ GRADE ______

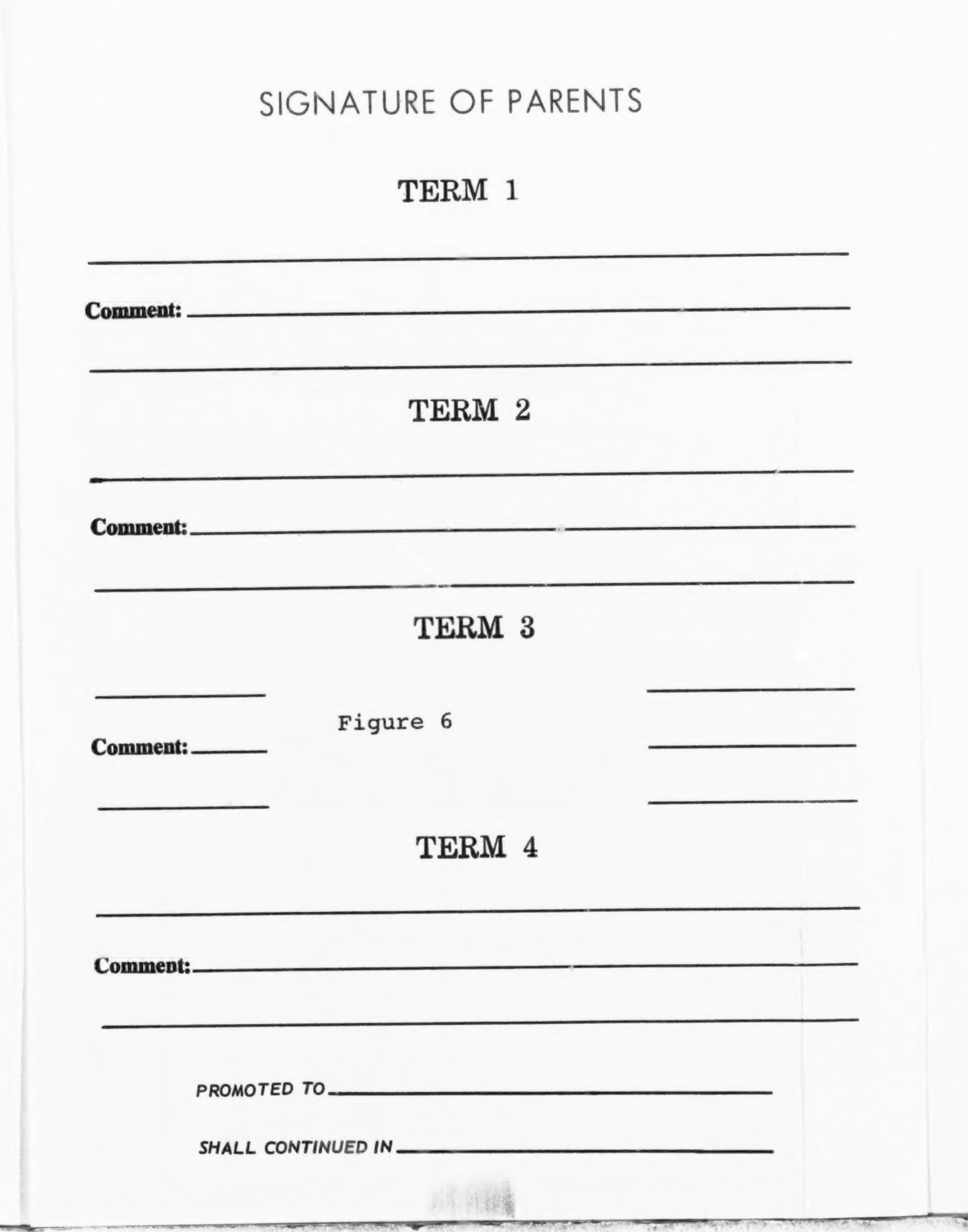
ATTENDANCE	1	2	3	4
Days Present				
Days Absent				
Times Tardy				

PERSONAL AND SOCIAL DEVELOPMENT

E EXCELLENT S SATISFACTORY N NEEDS IMPROVEMENT	1			2			3			4		
	E	S	N	E	S	N	E	S	N	E	S	N
Assumes Responsibility												
Works Independently												
Accepts Criticism												
Practices Self-Control												
Is Cooperative												
Is Courteous												
Works and Plays Well with Others												
Uses Time Wisely												
Has Materials Ready and Starts on Time												
Respects Property of Others												
Listens and Follows Directions												
Takes Pride in Neat and Accurate Work												
Practices Good Lunchroom Manners												

Your child's progress has been evaluated on the basis of his ability as determined by teacher observation of his work, his work habits, his attitudes and the results of standardized tests.

	1			2			3			4			AVER		
	Very Good In Terms of Ability	Satisfactory In Terms of Ability	Should Improve In Terms of Ability	Very Good In Terms of Ability	Satisfactory In Terms of Ability	Should Improve In Terms of Ability	Very Good In Terms of Ability	Satisfactory In Terms of Ability	Should Improve In Terms of Ability	Very Good In Terms of Ability	Satisfactory In Terms of Ability	Should Improve In Terms of Ability	Very Good In Terms of Ability	Satisfactory In Terms of Ability	Should Improve In Terms of Ability
READING — LITERATURE															
(1) Understands and Interprets What He Reads															
(2) Learns New Words															
(3) Reads Aloud in an Interesting Manner															
(4) Reads and Enjoys Books															
(5) Uses Reference Materials Well															
(6) Comes to Class Prepared															
LANGUAGE ARTS — ENGLISH, SPELLING, HANDWRITING															
(1) Expresses Ideas Well Orally															
(2) Expresses Ideas Well in Written Work															
(3) Applies Correct Word Usage, Punctuation, and Capitalization															
(4) Learns to Spell Assigned Words															
(5) Spells Correctly in Written Work															
(6) Forms Letters and Numbers Correctly															
(7) Displays Care in All Written Work															
(8) Comes to Class Prepared															
MATHEMATICS															
(1) Understands Basic Math Concepts and Skills															
(2) Applies Basic Understandings and Skills Accurately															
(3) Solves Problems with Understandings															
(4) Comes to Class Prepared															
SOCIAL STUDIES															
(1) Shows Knowledge of Content Studied															
(2) Is Developing an Interest in Current Events															
(3) Participates in Group Discussions															
(4) Interprets Maps, Charts, and Pictures															
(5) Uses Reference Materials Effectively															
(6) Comes to Class Prepared															



SIGNATURE OF PARENTS

TERM 1

____

Comment: ____________________

____

TERM 2

____

Comment: ____________________

____

TERM 3

____

Comment: ____________________

____

TERM 4

____

Comment: ____________________

____

PROMOTED TO ____________________

SHALL CONTINUED IN ____________________

Figure 6

Your child's progress has been evaluated on the basis of his ability as determined by teacher observation of his work, his work habits, his attitudes and the results of standardized tests.

	1			2			3			4			[illegible]		
	Very Good In Terms of Ability	Satisfactory In Terms of Ability	Should Improve In Terms of Ability	Very Good In Terms of Ability	Satisfactory In Terms of Ability	Should Improve In Terms of Ability	Very Good In Terms of Ability	Satisfactory In Terms of Ability	Should Improve In Terms of Ability	Very Good In Terms of Ability	Satisfactory In Terms of Ability	Should Improve In Terms of Ability	Very Good In Terms of Ability	Satisfactory In Terms of Ability	Should Improve In Terms of Ability
[illegible]															
(1) Is Developing an Inquiring Mind															
(2) Observes and Reports Accurately															
(3) Shows Curiosity about Environment															
(4) Participates in Individual and Group Projects															
(5) Uses Reference Materials Effectively															
(6) Shows Proper Use of Materials and Equipment															
(7) Comes to Class Prepared															
MUSIC APPRECIATION															
(1) Musical Reading															
(2) Shows Creative Ability															
(3) Rhythm															
(4) Listening															
(5) Comes to Class Prepared															
ART															
(1) Expresses His Own Ideas and Feelings															
(2) Uses Art Materials and Tools															
(3) Development of Interest, Enjoyment, Appreciation															
(4) Acquiring Basic Art Skills															
(5) Proper Use of Materials															
(6) Comes to Class Prepared															
OTHER															
(1)															
(2)															
(3)															
(4)															
(5)															
(6)															

HEALTH AND PHYSICAL EDUCATION

[illegible]	[illegible]			[illegible]			[illegible]			[illegible]			[illegible]		
	Should Improve in Terms of Ability	Satisfactory in Terms of Ability	Very Good in Terms of Ability	Should Improve in Terms of Ability	Satisfactory in Terms of Ability	Very Good in Terms of Ability	Should Improve in Terms of Ability	Satisfactory in Terms of Ability	Very Good in Terms of Ability	Should Improve in Terms of Ability	Satisfactory in Terms of Ability	Very Good in Terms of Ability	Should Improve in Terms of Ability	Satisfactory in Terms of Ability	Very Good in Terms of Ability
(1) Enters Readily into P.E. Activities															
(2) Practices Good Health and Safety Rules															
(3) Practices Fair Play and Sportsmanship															
(4) Comes to Class Prepared															
Number of Days Not Participating in Physical Education															

PERSONAL DATA

	TRIAL 1	EXPONENT *	TRIAL 2	
Age (in months)				
Height (in inches)				
Weight				
Sum of Exponents*				
Class*				

	TRIAL 1 Date		TRIAL 2 Date	
Pull-Up (boys)				
Flexed Arm Hang (girls)				
Sit-Up				
Shuttle-Run				
Standing Broad Jump				
50-Yard Dash				
Softball Throw				
600-Yard Dash				

OTHER PHYSICAL EDUCATION ACTIVITIES

REPORT
TO PARENTS

ON

NAME____ **GRADE**___

Our reporting system consists of this written report and planned parent-teacher conferences.

This report will tell you many things about how your child is progressing on the basis of his own abilities.

Please feel free to talk with your child's teacher. We are always glad to plan conferences to talk with you about all aspects of your child's progress.

J. P. CARR JUNIOR HIGH SCHOOL

School Year 19. . to 19. .

Rockdale County School System
Conyers, Georgia 30207
TELEPHONE 483–9514, 483–9515

NAME ______________________ HOMEROOM TEACHER ____________________ GRADE ______

ATTENDANCE	1	2	3	4	TOTAL
Days Present					
Days Absent					
Days Tardy					

ACHIEVEMENT NEAR ABILITY LEVEL		SUBJECT MATTER CHECKLIST	GRADE ACHIEVEMENT
A - EXCELLENT	D - POOR	S - SATISFACTORY	1 - ABOVE GRADE LEVEL
B - ABOVE AVERAGE	F - FAILURE	U - UNSATISFACTORY	2 - AT GRADE LEVEL
C - AVERAGE			3 - BELOW GRADE LEVEL

SUBJECT MATTER	1	2	3	4	AVER
READING — LITERATURE					
(1) Understands and Interprets What He Reads					
(2) Learns New Words					
(3) Reads Aloud in an Interesting Manner					
(4) Reads and Enjoys Books					
(5) Uses Reference Materials Well					
(6) Comes to Class Prepared					
GRADE ACHIEVEMENT LEVEL					

TEACHER COMMENT:

LANGUAGE ARTS — ENGLISH, SPELLING, HANDWRITING					
(1) Expresses Ideas Well Orally					
(2) Expresses Ideas Well in Written Work					
(3) Applies Correct Word Usage, Punctuation, Capitalization					
(4) Learns to Spell Assigned Words					
(5) Spells Correctly in Written Work					
(6) Forms Letters and Numbers Correctly					
(7) Displays Care in All Written Work					
(8) Comes to Class Prepared					
GRADE ACHIEVEMENT LEVEL					

TEACHER COMMENT:

MATHEMATICS					
(1) Understands Basic Math Concepts and Skills					
(2) Applies Basic Understandings and Skills Accurately					
(3) Solves Problems with Understandings					
(4) Comes to Class Prepared					
GRADE ACHIEVEMENT LEVEL					

TEACHER COMMENT:

SUBJECT MATTER	1	2	3	4	AVER
SCIENCE					
(1) Is Developing an Inquiring Mind					
(2) Observes and Reports Accurately					
(3) Shows Curiosity about Environment					
(4) Participates in Individual and Group Projects					
(5) Uses Reference Materials Effectively					
(6) Shows Proper Use of Materials and Equipment					
(7) Comes to Class Prepared					
GRADE ACHIEVEMENT LEVEL					
TEACHER COMMENT:					
SOCIAL STUDIES					
(1) Shows Knowledge of Content Studied					
(2) Is Developing an Interest in Current Events					
(3) Participates in Group Discussions					
(4) Interprets Maps, Charts, and Pictures					
(5) Uses Reference Materials Effectively					
(6) Comes to Class Prepared					
GRADE ACHIEVEMENT LEVEL					
TEACHER COMMENT:					
INDUSTRIAL ARTS					
(1) Shows Evidence of Good Craftsmanship					
(2) Has Creative Approach to Crafts Projects					
(3) Follows Safety Precautions					
(4) Cooperates During Class Activities					
(5) Comes to Class Prepared					
GRADE ACHIEVEMENT LEVEL					
TEACHER COMMENT:					
HOMEMAKING					
(1) Understands and Uses Subject Matter					
(2) Shows Creativity					
(3) Cooperates during Class Activities					
(4) Shows Proper Use of Materials and Equipment					
(5) Comes to Class Prepared					
GRADE ACHIEVEMENT LEVEL					
TEACHER COMMENT:					

Figure 7

SUBJECT MATTER	1	2	3	4	AVER
MUSIC APPRECIATION					
(1) Musical Reading					
(2) Shows Creative Ability					
(3) Rhythm					
(4) Listening					
(5) Comes to Class Prepared					
GRADE ACHIEVEMENT LEVEL					
TEACHER COMMENT:					
ART					
(1) Expresses His Own Ideas and Feelings					
(2) Uses Art Materials and Tools					
(3) Development of Interest, Enjoyment, Appreciation					
(4) Acquiring Basic Art Skills					
(5) Proper Use of Materials					
(6) Comes to Class Prepared					
GRADE ACHIEVEMENT LEVEL					
TEACHER COMMENT:					
STUDY HALL					
(1) Respects Rights of Others					
(2) Shows Growth in Self-Control					
(3) Uses Time Wisely					
(4) Is Developing Good Study Habits					
(5) Comes to Class Prepared					
TEACHER COMMENT:					
OTHER					
(1)					
(2)					
(3)					
(4)					
GRADE ACHIEVEMENT LEVEL					
TEACHER COMMENT:					

HEALTH AND PHYSICAL EDUCATION

ATTITUDES AND HABITS IN CLASS	1	2	3	4	AVER
(1) Enters Readily into P.E. Activities					
(2) Practices Good Health and Safety Rules					
(3) Practices Fair Play and Sportsmanship					
(4) Comes to Class Prepared					
Number of Days Not Participating in Physical Education					

PERSONAL DATA

	TRIAL 1		TRIAL 2	
		EXPONENT *		
Age (in months)				
Height (in inches)				
Weight				
Sum of Exponents*				
Class*				

	TRIAL 1		TRIAL 2	
	Date		Date	
Pull Up (boys)				
Flexed Arm Hang (girls)				
Sit-Up				
Shuttle-Run				
Standing Broad Jump				
50-Yard Dash				
Softball Throw				
600-Yard Dash				

OTHER PHYSICAL EDUCATION ACTIVITIES

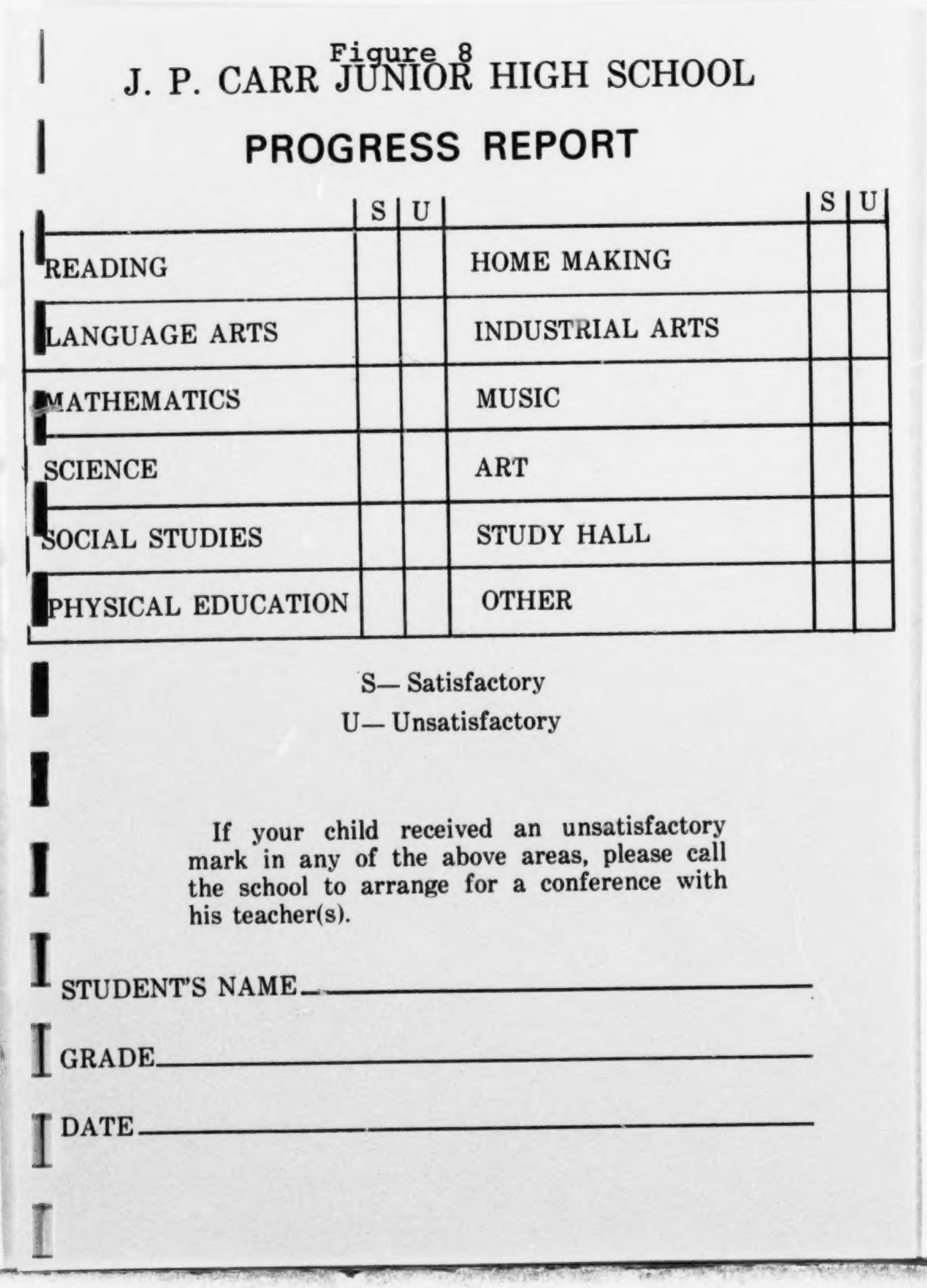
PARENTS COMMENTS

If you would like a conference with your child's teacher or teachers, please return this card. Indicate the teacher you wish to have a conference with.

PARENT'S NAME

TEACHER YOU WISH TO CONFER WITH

Figure 8



J. P. CARR JUNIOR HIGH SCHOOL

PROGRESS REPORT

	S	U		S	U
READING			HOME MAKING		
LANGUAGE ARTS			INDUSTRIAL ARTS		
MATHEMATICS			MUSIC		
SCIENCE			ART		
SOCIAL STUDIES			STUDY HALL		
PHYSICAL EDUCATION			OTHER		

S— Satisfactory
U— Unsatisfactory

If your child received an unsatisfactory mark in any of the above areas, please call the school to arrange for a conference with his teacher(s).

STUDENT'S NAME____________________

GRADE____________________

DATE____________________

Figure 9

NAME ______________________________ GRADE ________ HOMEROOM ____________

	ACHIEVEMENT GRADES										CONDUCT				Units	Teacher
	No.	1	2	Se. Ex.	Se. Av.	3	4	Se. Ex.	Se. Av.	Yr. Av.	1	2	3	4		
ENGLISH																
ADVANCED COMPOSITION																
FRENCH																
SPANISH																
SPEECH																
WORLD LITERATURE																
HISTORY																
GOVERNMENT																
ECONOMICS																
SOCIAL PROBLEMS																
SOCIOLOGY																
GEOGRAPHY																
PSYCHOLOGY																
ALGEBRA																
GEOMETRY																
MATHEMATICS																
TRIGONOMETRY																
CALCULUS																
SCIENCE																
BIOLOGY																
CHEMISTRY																
PHYSICS																
PHYSICAL EDUCATION AND/																
OR INT. TO VOCATIONS																
BOOKKEEPING																
BUSINESS LAW																
GENERAL BUSINESS																
CLERICAL PRACTICE																
SHORTHAND																
TYPING																
V. O. T.																
FAMILY LIVING																
HOME ECONOMICS																
D. C. T.																
ELECTRONICS																
MASONRY																
REFRIGERATION																
DRAFTING																
MECHANICAL DR.																
ART																
DRIVER EDUCATION																
MUSIC																
CHORAL																
BAND																
EXPLORATORY																

DAYS ABSENT			
1	2	3	4
TIMES TARDY			

GRADE PLACEMENT NEXT YEAR

____

TOTAL UNITS EARNED

____

ACTIVITIES

____

____

____

____

EXPLANATION OF GRADING SYSTEM

A - 90-100 SUPERIOR
B - 80-89 ABOVE AVERAGE
C - 70-79 AVERAGE
D - 65-69 BARELY PASSING
F - BELOW 65 FAILURE

COURSE NUMBERS

Last digit in course number indicates:
3 - ADVANCED
2 - GENERAL
1 - BASIC

PARENT'S SIGNATURE:
(Indicates that you have been informed of the
progress of your child.)

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

PARENT'S COMMENTS

____

____

____

____

____

____

ROCKDALE COUNTY
SCHOOL SYSTEM

CONYERS, GEORGIA 30207

ROCKDALE COUNTY
HIGH SCHOOL

Report Card

STUDENT: ______________________________

HOMEROOM TEACHER: ______________________________

PRINCIPAL: ______________________________

DATE: ______________________________

GRADE: ______________________________

Figure 10

ROCKDALE COUNTY HIGH SCHOOL

CONYERS, GEORGIA 30207

PROGRESS REPORT

TO PARENT OR GUARDIAN

This report is being sent home to you near the mid-point of the nine-week grading period. Its purpose is to provide you with information on your child's progress. Teachers are available by appointment for individual work with students after school. If you desire a conference with your child's teacher, please contact the school office (483-8754) to leave your telephone number. The teacher will return your call.

STUDENT ______________________

SUBJECT AND NUMBER ______________________

PRINCIPAL ______________________

TEACHER ______________________

Last digit in course number indicates:
3— Advanced; 2— General; 1— Basic.

	1st Grading Period				2nd Grading Period				3rd Grading Period				4th Grading Period			
	Exc.	Good	Fair	Poor	Exc.	Good	Fair	Poor	Exc.	Good	Fair	Poor	Exc.	Good	Fair	Poor
Homework																
Effort																
Conduct																
Participation																
Materials*																
	Yes		No		Yes		No		Yes		No		Yes		No	
Passing																
Days Absent From Class During This Grading Period																

* Bringing textbook, pencil or pen, paper, and other materials to class.

PARENT'S OR GUARDIAN'S SIGNATURE

1st Grading Period ______________________

Comments:

2nd Grading Period ______________________

Comments:

3rd Grading Period ______________________

Comments:

4th Grading Period ______________________

Comments:

TEACHER'S COMMENTS

1st Grading Period ______________________

2nd Grading Period ______________________

3rd Grading Period ______________________

4th Grading Period ______________________

APPENDIX C

QUESTIONNAIRE INTRODUCTION

Sometimes people feel freer in expressing answers to questionnaires when they can be assured that their answers are confidential. That is certainly our intention here. All answers will be held in confidence, will be seen only by the research staff. Answers of individuals will not become a part of any administrative or personnel record, will not be known by anyone associated with administration of the school system or the training course. Answers will be considered only in terms of categories of people (rather than individuals) -- categories such as sex, race, position, type of school, and region.

Apart from guarantees of confidentiality, one way of assuring confidentiality is to have questionnaires answered anonymously. That would be fine in the present case, except for the need of matching up questionnaires of the same individuals administered at different times. The following plan has been devised to allow a substantial degree of anonymity, while providing a means of matching later answers with answers to the initial questionnaire. Each person is asked to use a unique code number that is known only to him, but which he can remember, so that the same code can be used on questionnaires answered at different times.

Each person's code consists of the following:

The first letter of his mother's first name
The first letter of his father's first name
The first letter of the county in which he was born
The day of the month on which he was born (without specifying which month)

For example, Joe Phlepp's mother was named Mary, his father was named Frank, he was born in Walawala County, on March 17. So his code would be:

M F W 17

Now, think of your mother's first name, your father's first name, the county in which you were born, and the day of the month on which you were born, and write your code number in the following space.

____

In order to facilitate data processing, the questionnaire has been divided into several parts. Now, while you are thinking about it, remove the paper clip and please put your code number in the appropriate place on the first page of each of the forms.

PART I A -- Background and Experience CODE NO.________

The purpose of these questions is to provide a basis for categorizing and interpreting the questionnaire data.

Some of the questions in this section are to be answered by filling in the blanks. The others are to be answered by choosing the alternative which is most correct for you. For each question with multiple alternatives, please answer by circling the number in front of the correct alternative. Note that for certain alternatives you are asked to specify further information for any question in which one of those alternatives applies to you please specify the information called for to the right of the alternative.

1. Sex (1) male (2) female

2. Age ________

3. Race (1) White (2) Negro

4. Position (1) Teacher
   (2) Counselor
   (3) Specialist (please specify: ____________)
   (4) Principal
   (5) Other administrative position (please specify: ______________________)

PART II -- SEMANTIC DIFFERENTIAL RATING OF CONCEPTS

CODE NO.________

Instructions:

The purpose of this section is to determine the meaning of various concepts to people of varying experience and background. In this case most of the concepts are people, or rather generalized categories of people.

Beneath each concept there are a number of bipolar scales (pairs of adjectives which are at opposite ends of the same dimension or continuum of meaning). The spaces between the adjectives represent various degrees along the continuum between the bipolar extremes. You are to describe the meaning the concept has for you by rating it on each of the bipolar scales, by placing a checkmark in one of the eight spaces between the two adjectives. For each scale, place your checkmark in the space which best describes the concept on the dimension indicated by the bipolar adjectives, *i.e.*, how close your checkmark is to one adjective or to the other is to indicate the degree to which the concept has the meaning conveyed by that adjective. The following example will help to illustrate this (as one person rated the concept, "pentagon").

Pentagon

large :_X_:____:____:____:____:____:____:____: small

heavy :_X_:____:____:____:____:____:____:____: light

fast :____:____:____:_X_:____:____:____:____: slow

warm :____:____:____:____:____:_X_:____:____: cold

Some of the rating scales may not seem to apply very well in rating some of the concepts. However, make the best estimate you can on every concept and every scale. For each item be sure to read the adjective on the left and the right. Do not leave any items blank. Do not stop to mull over any items or to compare your reactions to one concept with your reactions to another. Rather, it is your first reaction which is needed. But make it your sincere and frank reaction, of *the meaning the concept has for you*. If you work quickly it should take only two or three minutes to describe the first concept and less time than that to describe other concepts (after you are familiar with the bipolar scales).

THIS TRAINING PROGRAM

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

FAST :____:____:____:____:____:____:____:____: SLOW

MORAL :____:____:____:____:____:____:____:____: IMMORAL

BRIGHT :____:____:____:____:____:____:____:____: DULL

HATING :____:____:____:____:____:____:____:____: LOVING

PATIENT :____:____:____:____:____:____:____:____: IMPATIENT

DESTRUCTIVE :____:____:____:____:____:____:____:____: CONSTRUCTIVE

SUCCESSFUL :____:____:____:____:____:____:____:____: UNSUCCESSFUL

WEAK :____:____:____:____:____:____:____:____: STRONG

GOOD :____:____:____:____:____:____:____:____: BAD

RIGID :____:____:____:____:____:____:____:____: FLEXIBLE

MOVING :____:____:____:____:____:____:____:____: STILL

COWARDLY :____:____:____:____:____:____:____:____: BRAVE

UNFAIR :____:____:____:____:____:____:____:____: FAIR

PESSIMISTIC :____:____:____:____:____:____:____:____: OPTIMISTIC

VIOLENT :____:____:____:____:____:____:____:____: GENTLE

PERCEPTIVE :____:____:____:____:____:____:____:____: BLIND

FRUSTRATED :____:____:____:____:____:____:____:____: SATISFIED

PASSIVE :____:____:____:____:____:____:____:____: ACTIVE

TOLERANT :____:____:____:____:____:____:____:____: PREJUDICED

INSPIRING :____:____:____:____:____:____:____:____: UNINSPIRING

WARM :____:____:____:____:____:____:____:____: COLD

DISADVANTAGED CHILD

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

FAST :____:____:____:____:____:____:____:____: SLOW

MORAL :____:____:____:____:____:____:____:____: IMMORAL

BRIGHT :____:____:____:____:____:____:____:____: DULL

HATING :____:____:____:____:____:____:____:____: LOVING

PATIENT :____:____:____:____:____:____:____:____: IMPATIENT

DESTRUCTIVE :____:____:____:____:____:____:____:____: CONSTRUCTIVE

SUCCESSFUL :____:____:____:____:____:____:____:____: UNSUCCESSFUL

WEAK :____:____:____:____:____:____:____:____: STRONG

GOOD :____:____:____:____:____:____:____:____: BAD

RIGID :____:____:____:____:____:____:____:____: FLEXIBLE

MOVING :____:____:____:____:____:____:____:____: STILL

COWARDLY :____:____:____:____:____:____:____:____: BRAVE

UNFAIR :____:____:____:____:____:____:____:____: FAIR

PESSIMISTIC :____:____:____:____:____:____:____:____: OPTIMISTIC

VIOLENT :____:____:____:____:____:____:____:____: GENTLE

PERCEPTIVE :____:____:____:____:____:____:____:____: BLIND

FRUSTRATED :____:____:____:____:____:____:____:____: SATISFIED

PASSIVE :____:____:____:____:____:____:____:____: ACTIVE

TOLERANT :____:____:____:____:____:____:____:____: PREJUDICED

INSPIRING :____:____:____:____:____:____:____:____: UNINSPIRING

WARM :____:____:____:____:____:____:____:____: COLD

MYSELF

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

FAST :____:____:____:____:____:____:____:____: SLOW

MORAL :____:____:____:____:____:____:____:____: IMMORAL

BRIGHT :____:____:____:____:____:____:____:____: DULL

HATING :____:____:____:____:____:____:____:____: LOVING

PATIENT :____:____:____:____:____:____:____:____: IMPATIENT

DESTRUCTIVE :____:____:____:____:____:____:____:____: CONSTRUCTIVE

SUCCESSFUL :____:____:____:____:____:____:____:____: UNSUCCESSFUL

WEAK :____:____:____:____:____:____:____:____: STRONG

GOOD :____:____:____:____:____:____:____:____: BAD

RIGID :____:____:____:____:____:____:____:____: FLEXIBLE

MOVING :____:____:____:____:____:____:____:____: STILL

COWARDLY :____:____:____:____:____:____:____:____: BRAVE

UNFAIR :____:____:____:____:____:____:____:____: FAIR

PESSIMISTIC :____:____:____:____:____:____:____:____: OPTIMISTIC

VIOLENT :____:____:____:____:____:____:____:____: GENTLE

PERCEPTIVE :____:____:____:____:____:____:____:____: BLIND

FRUSTRATED :____:____:____:____:____:____:____:____: SATISFIED

PASSIVE :____:____:____:____:____:____:____:____: ACTIVE

TOLERANT :____:____:____:____:____:____:____:____: PREJUDICED

INSPIRING :____:____:____:____:____:____:____:____: UNINSPIRING

WARM :____:____:____:____:____:____:____:____: COLD

NEGRO PUPILS

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

FAST :____:____:____:____:____:____:____:____: SLOW

MORAL :____:____:____:____:____:____:____:____: IMMORAL

BRIGHT :____:____:____:____:____:____:____:____: DULL

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PATIENT :____:____:____:____:____:____:____:____: IMPATIENT

DESTRUCTIVE :____:____:____:____:____:____:____:____: CONSTRUCTIVE

SUCCESSFUL :____:____:____:____:____:____:____:____: UNSUCCESSFUL

WEAK :____:____:____:____:____:____:____:____: STRONG

GOOD :____:____:____:____:____:____:____:____: BAD

RIGID :____:____:____:____:____:____:____:____: FLEXIBLE

MOVING :____:____:____:____:____:____:____:____: STILL

COWARDLY :____:____:____:____:____:____:____:____: BRAVE

UNFAIR :____:____:____:____:____:____:____:____: FAIR

PESSIMISTIC :____:____:____:____:____:____:____:____: OPTIMISTIC

VIOLENT :____:____:____:____:____:____:____:____: GENTLE

PERCEPTIVE :____:____:____:____:____:____:____:____: BLIND

FRUSTRATED :____:____:____:____:____:____:____:____: SATISFIED

PASSIVE :____:____:____:____:____:____:____:____: ACTIVE

TOLERANT :____:____:____:____:____:____:____:____: PREJUDICED

INSPIRING :____:____:____:____:____:____:____:____: UNINSPIRING

WARM :____:____:____:____:____:____:____:____: COLD

WHITE PUPILS

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

FAST :____:____:____:____:____:____:____:____: SLOW

MORAL :____:____:____:____:____:____:____:____: IMMORAL

BRIGHT :____:____:____:____:____:____:____:____: DULL

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WEAK :____:____:____:____:____:____:____:____: STRONG

GOOD :____:____:____:____:____:____:____:____: BAD

RIGID :____:____:____:____:____:____:____:____: FLEXIBLE

MOVING :____:____:____:____:____:____:____:____: STILL

COWARDLY :____:____:____:____:____:____:____:____: BRAVE

UNFAIR :____:____:____:____:____:____:____:____: FAIR

PESSIMISTIC :____:____:____:____:____:____:____:____: OPTIMISTIC

VIOLENT :____:____:____:____:____:____:____:____: GENTLE

PERCEPTIVE :____:____:____:____:____:____:____:____: BLIND

FRUSTRATED :____:____:____:____:____:____:____:____: SATISFIED

PASSIVE :____:____:____:____:____:____:____:____: ACTIVE

TOLERANT :____:____:____:____:____:____:____:____: PREJUDICED

INSPIRING :____:____:____:____:____:____:____:____: UNINSPIRING

WARM :____:____:____:____:____:____:____:____: COLD

NEGRO TEACHERS

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

FAST :____:____:____:____:____:____:____:____: SLOW

MORAL :____:____:____:____:____:____:____:____: IMMORAL

BRIGHT :____:____:____:____:____:____:____:____: DULL

HATING :____:____:____:____:____:____:____:____: LOVING

PATIENT :____:____:____:____:____:____:____:____: IMPATIENT

DESTRUCTIVE :____:____:____:____:____:____:____:____: CONSTRUCTIVE

SUCCESSFUL :____:____:____:____:____:____:____:____: UNSUCCESSFUL

WEAK :____:____:____:____:____:____:____:____: STRONG

GOOD :____:____:____:____:____:____:____:____: BAD

RIGID :____:____:____:____:____:____:____:____: FLEXIBLE

MOVING :____:____:____:____:____:____:____:____: STILL

COWARDLY :____:____:____:____:____:____:____:____: BRAVE

UNFAIR :____:____:____:____:____:____:____:____: FAIR

PESSIMISTIC :____:____:____:____:____:____:____:____: OPTIMISTIC

VIOLENT :____:____:____:____:____:____:____:____: GENTLE

PERCEPTIVE :____:____:____:____:____:____:____:____: BLIND

FRUSTRATED :____:____:____:____:____:____:____:____: SATISFIED

PASSIVE :____:____:____:____:____:____:____:____: ACTIVE

TOLERANT :____:____:____:____:____:____:____:____: PREJUDICED

INSPIRING :____:____:____:____:____:____:____:____: UNINSPIRING

WARM :____:____:____:____:____:____:____:____: COLD

WHITE TEACHERS

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

FAST :____:____:____:____:____:____:____:____: SLOW

MORAL :____:____:____:____:____:____:____:____: IMMORAL

BRIGHT :____:____:____:____:____:____:____:____: DULL

HATING :____:____:____:____:____:____:____:____: LOVING

PATIENT :____:____:____:____:____:____:____:____: IMPATIENT

DESTRUCTIVE :____:____:____:____:____:____:____:____: CONSTRUCTIVE

SUCCESSFUL :____:____:____:____:____:____:____:____: UNSUCCESSFUL

WEAK :____:____:____:____:____:____:____:____: STRONG

GOOD :____:____:____:____:____:____:____:____: BAD

RIGID :____:____:____:____:____:____:____:____: FLEXIBLE

MOVING :____:____:____:____:____:____:____:____: STILL

COWARDLY :____:____:____:____:____:____:____:____: BRAVE

UNFAIR :____:____:____:____:____:____:____:____: FAIR

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NEGRO PRINCIPALS

LARGE :____:____:____:____:____:____:____:____: SMALL

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WHITE PRINCIPALS

LARGE :____:____:____:____:____:____:____:____: SMALL

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NEGRO PUPILS AS PERCEIVED BY WHITE TEACHERS

(Fill out these items to describe NEGRO PUPILS, not necessarily as you perceive them, but how you believe most white teachers would describe NEGRO PUPILS.)

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

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INSPIRING :____:____:____:____:____:____:____:____: UNINSPIRING

WARM :____:____:____:____:____:____:____:____: COLD

WHITE PUPILS AS PERCEIVED BY NEGRO TEACHERS

(Fill out these items to describe WHITE PUPILS, not necessarilly as you perceive them, but how you believe most Negro teachers would describe WHITE PUPILS.)

LARGE :____:____:____:____:____:____:____:____: SMALL
UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT
RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE
FAST :____:____:____:____:____:____:____:____: SLOW
MORAL :____:____:____:____:____:____:____:____: IMMORAL
BRIGHT :____:____:____:____:____:____:____:____: DULL
HATING :____:____:____:____:____:____:____:____: LOVING
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DESTRUCTIVE :____:____:____:____:____:____:____:____: CONSTRUCTIVE
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FRUSTRATED :____:____:____:____:____:____:____:____: SATISFIED
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TOLERANT :____:____:____:____:____:____:____:____: PREJUDICED
INSPIRING :____:____:____:____:____:____:____:____: UNINSPIRING
WARM :____:____:____:____:____:____:____:____: COLD

NEGRO TEACHERS AS PERCEIVED BY WHITE TEACHERS

(Fill out these items to describe NEGRO TEACHERS, not necessarilly as you perceive them, but how you believe most white teachers would describe NEGRO TEACHERS.)

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

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WARM :____:____:____:____:____:____:____:____: COLD

WHITE TEACHERS AS PERCEIVED BY NEGRO TEACHERS

(Fill out these items to describe WHITE TEACHERS, not necessarily as you perceive them, but how you believe most Negro teachers would describe WHITE TEACHERS.)

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

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COWARDLY :____:____:____:____:____:____:____:____: BRAVE

UNFAIR :____:____:____:____:____:____:____:____: FAIR

PESSIMISTIC :____:____:____:____:____:____:____:____: OPTIMISTIC

VIOLENT :____:____:____:____:____:____:____:____: GENTLE

PERCEPTIVE :____:____:____:____:____:____:____:____: BLIND

FRUSTRATED :____:____:____:____:____:____:____:____: SATISFIED

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TOLERANT :____:____:____:____:____:____:____:____: PREJUDICED

INSPIRING :____:____:____:____:____:____:____:____: UNINSPIRING

WARM :____:____:____:____:____:____:____:____: COLD

INTEGRATION

LARGE :____:____:____:____:____:____:____:____: SMALL
UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT
RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE
FAST :____:____:____:____:____:____:____:____: SLOW
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INSPIRING :____:____:____:____:____:____:____:____: UNINSPIRING
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MY JOB

LARGE :____:____:____:____:____:____:____:____: SMALL

UNPLEASANT :____:____:____:____:____:____:____:____: PLEASANT

RESPONSIBLE :____:____:____:____:____:____:____:____: IRRESPONSIBLE

FAST :____:____:____:____:____:____:____:____: SLOW

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WARM :____:____:____:____:____:____:____:____: COLD

PART III --- OPINIONS

CODE NO. ________

Many of the questions in this section deal with opinions on various issues. For each question circle the alternative that best expresses your own opinion. It is realized that for some of the questions, none of the alternatives available expresses your opinion exactly. In those cases ask yourself, "Of these alternatives which one comes closest to expressing my own opinion?" In some cases you might put it, "Do I agree with this statement more than I disagree, or do I disagree more than I agree?" Please do not omit any items. Work quickly, but give the one answer which best conveys your own opinion.

1. The federal government has been pushing integration too fast. If we must have integration it will work more efficiently and peacefully if done more gradually.

   (1) agree strongly (2) agree (3) disagree (4) disagree strongly

2. An insult to our honor should always be punished.

   (1) agree strongly (2) agree (3) disagree (4) disagree strongly

3. The findings of science, some day, are likely to show that many of our most cherished beliefs are wrong.

   (1) agree strongly (2) agree (3) disagree (4) disagree strongly

4. Recent riots show that most Negroes are basicly irresponsible and disorderly when there is an opportunity to show it.

   (1) agree strongly (2) agree (3) disagree (4) disagree strongly

5. In order to achieve racial harmony we should have more interracial conferences and cooperation between the races.

   (1) agree strongly (2) agree (3) disagree (4) disagree strongly

6. The best way to reduce racial tension in the long run is to provide Negroes with more opportunities to better themselves.

   (1) agree strongly (2) agree (3) disagree (4) disagree strongly

7. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially against catching an infection or disease from them.

   (1) agree strongly (2) agree (3) disagree (4) disagree strongly

8. The federal government should never enter state matters, unless requested to do so by the state.

   (1) agree strongly (2) agree (3) disagree (4) disagree strongly

9. Most people can be trusted.

   (1) agree strongly (2) agree (3) disagree (4) disagree strongly

10. The U.S. Congress should have nothing to do with which people are allowed to use public parks and transportation facilities -- it should be entirely a local matter.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

11. Manual labor and menial jobs seem to fit the Negro mentality and ability better than more skilled or responsible work.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

12. Federal integration laws should be repealed or outlawed.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

13. Homosexuals are hardly better than criminals and ought to be severely punished.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

14. Whether or not we agree with the decision, the necessity of integration is now a law and a fact and we must work to bring this about as smoothly as possible.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

15. You may dislike a person very much, but the chances are that if you get to know him very well you'll have more respect for him.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

16. If possible, the races should be kept separate, in school and elsewhere.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

17. People ought to pay more attention to new ideas, even if they seem to go against the traditional American way of life.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

18. It is better to avoid integration, even if it means shutting off federal funds.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

19. It is only a small minority of Negroes who have been causing the riots and other violence; most of them are more reasonable.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

20. It would be better to retain tax money in the state for aid to education, rather than the current procedure of federal taxation-aid to education.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

21. Most of our social problems would be solved if we could somehow get rid of the immorral, crooked, and feebleminded people.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

22. People in the state would be better off without federal grants to states.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

23. Although science has its place, there are many important things that can never possibly be understood by the human mind.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

24. Most Negroes are interested in more rights and opportunities (including integration) but prefer legal and peaceful ways to bring it about.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

25. Insults to our honor are not usually important enough to bother about.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

26. Most Negroes will never be able to do as well as whites, even if given equal opportunities.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

27. One must be very careful of what he says or does, because today there are so many people who cannot be trusted or will take advantage of you.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

28. For the Negro to obtain truly equal rights at least gradual integration is necessary.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

29. There would still be many serious social problems in the country, even if there were no immoral, crooked, or feebleminded people.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

30. The U. S. Congress should have nothing to do with which people are allowed to use restaurants and hotels--it should be entirely up to the owners.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

31. The true American way of life is disappearing so fast that force may be necessary to preserve it.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

32. If given sufficient opportunity from the beginning most Negroes can achieve as much and do as well as most whites.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

33. It's nobody's business if someone is a homosexual, and he should not be punished as long as he doesn't harm other people.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

34. Most Negroes are content with the way things are and don't even want a change.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

35. Even though people of all sorts mix together these days, you don't have to worry much about catching an infection or disease.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

36. The best way to avoid riots is to outlaw demonstrations, jail so-called civil rights leaders or keep them out of the state, and increase the powers of the police force to enforce these principles.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

37. Familiarity breeds contempt.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

38. Today there should be more emphasis on preserving traditional ways of life and less emphasis on changing customs and habits.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

39. What do you think would be the best solution for the federal "antipoverty" and "economic opportunity" programs:

(1) Keep them as they are.

(2) Reduce the size but keep efficiently operated programs.

(3) Reduce them to a research and advisory capacity.

(4) Get rid of them entirely, since they are so inefficient and inflationary.

(5) Get rid of them entirely, because of attempted federal control of states.

40. Which do the majority of today's youth need more:

(1) stricter discipline

or

(2) independent thinking.

41. Which of these is the more important for children to learn:

(1) obedience and respect for authority

or

(2) independence in their thinking

42. Which is more important for our government today:

(1) a just legal and political system

or

(2) a few courageous, tireless, devoted leaders

43. If given equal opportunities Negroes are more competent than whites.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

44. A teacher should not expect to accomplish much in education of disadvantaged children, due to limitations placed by inherited capabilities.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

45. Due to pervasive home and neighborhood influences and deficiencies, a teacher should not expect to accomplish much in educating disadvantaged children.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

46. Parents of culturally disadvantaged children do value education for their children.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

47. In spite of limited background and home influence, it is reasonable to expect that the disadvantaged child can be brought up to average educational attainment when provided with good teaching and relevant resources.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

48. Special resources (beyond those expended for the "average" child) are needed and justified in educating children who are culturally or economically disadvantaged.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

49. The background from which the culturally disadvantaged child comes presents so many obstacles that not even the most conscientious teachers can be helpful.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

50. If a culturally disadvantaged youngster performs poorly in school, it well may be because he did not get a full night's sleep or breakfast.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

51. A widely believed American educational myth is that most educational deficiencies can be attributed to poor teaching.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

52. Which one of the following three factors has the greatest influence in determining the educational attainment of disadvantaged children?

(1) inheritance

(2) home and neighborhood influence and limitations

(3) teaching and school resources

53. Should educational objectives be different for culturally disadvantaged children (than from children not so disadvantaged)?

(1) much different (2) somewhat different (3) about the same

(4) exactly the same

54. Should educational methods and materials be different for culturally disadvantaged children (than from children not so disadvantaged)?

(1) much different (2) somewhat different (3) about the same

(4) exactly the same

5. It bothers me to answer questions like these.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

6. I like to think about and answer questions like these.

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

7. Regardless of how much you like or dislike answering questions like these, to what extent do they express your true and frank opinions?

(1) Express my true feelings and beliefs very accurately

(2) Approximately correct portrayal of my feelings and beliefs

(3) More accurate than chance

(4) Not very representative of my opinions at all

APPENDIX D

A REPORT FOR THE ROCKDALE COUNTY SCHOOL SYSTEM EMPHASIZING ATTITUDINAL CHANGES IN TEACHERS DURING A TITLE IV PROJECT

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July 25, 1969

Reflection of Teacher Attitudes

One of the objectives in the Title IV project in the Rockdale School System was to identify and measure concepts and attitudes about deprivation, teaching economically deprived children, and the school integration movement. The changing attitudes of teachers in Rockdale County were examined by obtaining measures at the beginning and at the end of Institute. The causes for any changes during the period from January 1969 to May 1969 can not be merely attributed to the four sessions sponsored by the Desegregation Center (University of Georgia). A multiplicity of causes for the changes in attitude could be pointed up that would reflect changing policies and attitudes in the school system. Since eight other school systems provided a data base for study by the Desegregation Center, a few comparisons can be made between the Rockdale School System and the average scales of the eight other systems.

From the total group (N=192) who returned complete questionnaires, a twenty-five percent sample (N=48) was randomly chosen as representative of the Rockdale County teachers. Nine Negro teachers and 41 white teachers comprised the sample of 48 members. The nine county samples consisted of 436 men and women. Eleven basic concepts were measured by a semantic differentical technique in which each concept, e.g. "the disadvantaged child", was scaled by the following adjective pairs. (See Figure 1.)

Responses on "basic concepts by the 48 members of the Rockdale County School System (RCSS) were factor analyzed by the principal components solution. Three factors were extracted for each concept and were subsequently identified as the general semantic factors of evaluation, potency, and activity. Comparisons were made between the January to May measures of the "feeling" components (evaluation, potency, and activity) about each concept. Discussion of attitudes by Rockdale teachers and any shifts in their attitudes during the in-service training can be presented separately.

This Training Program

In January, teachers seemed to have high respect and value for the anticipated training program. Although the group expected a positively good image in the training program, the program was viewed as having very little power and activity. Responses in May demonstrated that the group maintained a high positive, pleasant attitude toward the in-service program and a significant change in the power and ability perceived in concept. It may be that the teachers were skeptical of the ability of the program in the beginning, but did perceive the strength of the program at the spring testing.

FIGURE 1

APPENDIX D

Bi-polar adjectives describing the connotative meaning in basic concepts.

(The Disadvantaged Child)

large	small
unpleasant	pleasant
responsible	irresponsible
fast	slow
moral	immoral
bright	dull
hating	loving
patient	impatient
destructive	constructive
successful	unsuccessful
weak	strong
good	bad
rigid	flexible
moving	still
cowardly	brave
unfair	fair
pessimistic	optimistic
violent	gentle
perceptive	blind
frustrated	satisfied
passive	active
tolerant	prejudiced
inspiring	uninspiring
warm	cold

The Disadvantaged Child

Data revealed no significant changes in evaluation, potency, or activity on this concept during the pretest-posttest period. The teachers seemed to have a high positive value of the disadvantaged child, but have a feeling that the concept has only minimal power and strength compared to other concepts in their semantic system. The activity dimension of their feeling about deprived children is very low. Perhaps the teachers feel that the concept of educating the "disadvantaged child" as weak and inactive results from a lack of support on the part of the community as well as a lack of Federal or State funding. The teachers have a deep feeling for the disadvantaged, but still do not have much hope of anything being done about it.

Negro Pupils--White Pupils

Perhaps it is best to compare the responses about these two concepts rather than analyze them separately. The difference in the Negro-white pupil concept seemed to be on the potency and activity dimensions. The "white pupil" concept is not more valued, but it was more powerful before training and at the conclusion of the sessions. Differences in the general feeling of activity about the pupils is significantly different. If the Negro students are perceived as less able, it is not surprising to note that they are rated as less active than observed in the concept of white students. Neither group is perceived to be high in the activity dimension of the [illegible] teachers. When you characterize the "moving-still, active-passive, fast-slow", it does seem that teachers place a great deal more emphasis on value, status, respect, and all the adjectives describing "goodness" than they do upon the activity meaning in conceptualizing what a student is.

Myself

Compared with the other ten comcepts, the "self-concepts" of the teachers appeared to be the most changeable. At the beginning of the 1968-69 school year, the Rockdale County sample rated themselves as having some value, "yet little power, and almost no active dimension of the meaning in their feelings about self." Certainly, the pretest scores reflect a low self concept--an unwillingness to participate in a program. The noteworthy conclusion to be drawn from the analysis of posttest scores is the higher value and self esteem the teachers placed on themselves. Significant gains in power, strength and ability of their self concept were also indicated, but the activity dimension continued to be perceived with minimal feeling. From a viewpoint of mental hygiene, the sample of teachers became more positive, healthier, and more integrative in the period from January to May.

Negro Teachers--White Teachers

The Negro teacher concept was perceived differently from the concept of the white teacher. Negro teachers were rated as significantly lower in worth (evaluation), power (potency) and in activity (activity). The posttest data revealed changes in the Negro teacher concept, but not in the white teacher image. Although a significant difference in value and worth remained between the two concepts, the Negro teacher image changed radically from the beginning to the end of the four sessions. The potency dimension also showed significant changes for the Negro teacher. Even though the "strength" in the concept continued to be negative (i. e. weak), the change that was observed reflected the reduction of this feeling of inadequacy or inability.

Integration

The concept of integration was perceived to be of value and worth, but having little strength and activity. No significant changes were observed between pretest and posttest scores. It could be inferred that the teachers of RCSS feel the responsibility and fairness of carrying out some form of integrated classrooms; nevertheless, they do not feel the concept of integration can be looked upon with optimism and with immediate action. The confusion over the meaning of the word "integration" might have had something to do with the low power and activity observed in the affective ratings of the teachers. Above all, the statement "what can be done about" is even more complex and limits an optimistic enthusiasm.

My Job

Attitudes toward their jobs as described by the semantic differential changed from January to May. The teacher sample placed some value on their teaching jobs. For some reason, the evaluation dimension revealed a relatively low feeling of worth. It must be remembered that both Negro and white teachers were represented in the sample. There may be some dissatisfaction with the value and esteem the teachers perceive in their classroom roles. On the potency and activity dimensions, even less direction and intensity were observed. The concept of "my job" seemed to be a difficult one for the teachers to rate at the time of testing.

Negro Principal--White Principal

Negro and white principals appeared significantly different in semantic place. It was quite clearly demonstrated that the Negro principals concept maintained a negative value and worth while the concept of the white principal was relativity high on positive evaluation. The interesting measurement aspect about the principal's concept was that there was almost exact scaling from pretest to posttest situations. There was also a difference in the power and ability perceived in the principal concept. The Negro principal concept had only minimal power, whereas the white principal was projected as having a very large amount of power and authority. Activity played only a minor role in the perceptions of the principal concept.

General Comments

It was evident that the semantic differential proved to be a reliable tool for measuring the general dimensions of connotative meaning of 11 basic concepts. Based on logical inferences about conclusion of the semantic scales, content validity of the scales seems to be quite high.

Examining the many concepts measured by the semantic differential technique, conclusions should merely be used to generate hypotheses about the affect system of teachers in the sample and in the total population. Although the adjectives did seem to describe the concepts in semantic space, a smaller number of adjectives could easily give as much information and reliability. Enough information about the structure of affect among the teachers has been obtained in the preceding scales to merit the use of the semantic scales in measuring changes in new hypotheses.

A Look at Authoritarianism and Racial Prejudice and a Select Sample of Teachers

Another instrument (Teacher Affect Questionnaire) was used to assist in measuring the feelings teachers have about basic concepts centered around racial prejudice. The analysis of responses by the teachers in RCSS on the 49-item inventory focused on four significant factors. Although other concepts in the instrument appeared in the affect system (i.e., the emotional, attitudinal, feeling domain) of the group of teachers in RCSS, only four factors seemed significantly meaningful to discuss in a valid and reliable way.

The first factor, or concept, appearing in the factor analysis was best identified as Authoritarianism (with Racial Prejudice Overtones). The factor contributed as much to variance as the other three factors taken collectively. Apparently, the concept of Authoritarianism was built strongly among the 49 items and the teachers responded in a way that reflected this personality type variable. It was interesting to note that the total group of 436 teachers in nine school districts reflected the same concept in relatively the same way.

Examining the pretest and posttest factor scores of the teachers in RCSS it was found that the trait of authoritarianism was strongly represented among the RCSS teachers in the beginning of the school year. The strength and direction of this factor appeared to be highly similar to the feelings represented in the eight other school systems. The interesting point is that a marked shift in authoritarianism was observed in the posttest of the Rockdale group. It can be interpreted that for some reason(s), the responses of the teachers (RCSS) in the spring showed less tendency to be rigid, dominant, and the sole active agent in school affairs. There would be some evidence to support the statement that the teachers reduced their need for firm and centralized control.

Above all, the direction of dominance toward "black teachers" and civil rights issues seemed to be much less intense. Perhaps, the teachers were less threatened by the Negro-white involvement in school. At least, there was less need to be defensive and more willingness to promote interaction on school issues.

The second factor emerging from the analysis of responses was the Disadvantaged Child. The pretest and posttest scores revealed no large differences in the feeling toward the concept of the disadvantaged. It seems reasonable that the concern for educating the deprived child did not become more or less intense after the in-service training program. Teachers perceive the need for more instuctional assistance in materials and classroom aides as well as working with small groups. The concern for the economically deprived child is real, defined, and highly emotional among the teachers. We would hypothesize that the Rockdale sample of teachers have the motivation to help the disadvantaged; they want information and assistance in doing the job.

The third factor was labeled, Racial Integration. Items loaded significantly on this factor dealt with the necessity to integrate the schools, e.g.

Item 14: "Whether or not we agree with the decision, the necessity of integration is now a law and a fact and we must work to bring this about as smoothly as possible."

(1) agree strongly (2) agree (3) disagree (4) disagree strongly

The impact of this factor was not as great as the influence of Factor I, since Factor III contributed only about seven percent to the total variance of the teachers responses. The shift in attitude on this factor from January to May almost reached significance. Perhaps with a larger group of teachers, the difference between the pretest and posttest would be significant. The direction in the difference of the responses on this factor indicates a change from "having more interracial conferences" to "given equal opportunities, Negroes" can be as competent as white teachers. The change is one of becoming more defined about feelings of equality and being somewhat less defensive ("riskier") in making decisions about what to do about integration of the schools.

The fourth factor (about six percent of the variance) was identified as Defensiveness or General Anxiety. Again, a difference between pretest and posttest scores was observed but the difference did not reach significance ($P<.05$). The small sample size and the minimal contribution to the total cumulative variance might well have limited the approach to significance. The interesting inference from the data is that the "defensiveness" of teachers in RCSS became much less critical during the in-service training. Their general anxiety about social issues appeared to be much reduced. If the in-service program had anything to do with lowering the general anxiety, it alone would have been worth the time and effort.

General Comments

It would be erroneous to infer that the causes of changes in the attitudes on the four scales of the Teacher Affect Questionnaire was due to the in-service training. The institute may have influenced the teachers significantly, but the design of the study did not have the controls to permit those conclusions. Since the work of the Title IV project and the Desegregation Institute are very sensitive enterprises, it may have been more valuable to be permissive in design and place less emphasis on "experimentation." There was an attempt, however, to be scientific in changing attitudes. The affect system of the teachers in RCSS seemed to move in the directions of positive mental health as well as the more open view to understanding between the races and focus upon the deprived child. There would be no evidence of any conclusions other than that teachers in RCSS are progressive, are changing in their attitudes, and are relatively open in their feelings about racial differences.

APPENDIX E

March 12, 1969

REPORT TO ROCKDALE COUNTY SCHOOLS

ON THE IN-SERVICE SEMINAR MARCH 7-8

The following is the response which was made to the items on the evaluation form:

I. In regard to Dr. Ponder's presentation on "The Disadvantaged"

- A. I feel that I learned
  - 42 a. A great number of new and/or interesting ideas.
  - 38 b. Quite a few things.
  - 56 c. Some new ideas.
  - 17 d. One or two things - not very much, though.
  - 6 e. Nothing new that I didn't already know.
- B. The things I learned about
  - 26 a. Are well suited for my use. I can use almost all of the things we learned about.
  - 81 b. Are very useful. I can use a great number of them in my work.
  - 31 c. Are somewhat useful. I can use about half of them.
  - 19 d. Are of very little use, but I can apply some of this knowledge.
  - 1 e. Are of absolutely no use to me in my work.
- C. Dr. Ponder is
  - 83 a. An excellent speaker.
  - 56 b. A good speaker.
  - 9 c. An average speaker.
  - 3 d. A fair speaker.
  - 0 e. A poor speaker.

II. In regard to Dr. Williams' presentation on "Teacher and Student Experiences in Desegration"

- A. I feel that I learned
  - 34 a. A great number of new and/or interesting ideas.
  - 55 b. Quite a few things.
  - 46 c. Some new ideas.
  - 21 d. One or two things - not very much, though.
  - 6 e. Nothing new that I didn't already know.
- B. The things I learned about
  - 39 a. Are well suited for my use. I can use almost all of the things we learned about.
  - 71 b. Are very useful. I can use a great number of them in my work.
  - 27 c. Are somewhat useful. I can use about half of them.
  - 21 d. Are of very little use, but I can apply some of this knowledge.
  - 1 e. Are of absolutely no use to me in my work.

C. Dr. Williams is
50 a. An excellent speaker.
83 b. A good speaker.
22 c. An average speaker.
6 d. A fair speaker.
0 e. A poor speaker.

III. In regard to the panel discussion
A. I feel that I learned
30 a. A great number of new and/or interesting ideas.
56 b. Quite a few things.
52 c. Some new ideas.
18 d. One of two things - not very much, though.
3 e. Nothing new that I didn't already know.

B. The things I learned about
26 a. Are well suited for my use. I can use about all of the things we learned about.
66 b. Are very useful. I can use a great number of them in my work.
38 c. Are somewhat useful. I can use about half of them.
28 d. Are of very little use, but I can apply some of this knowledge.
0 e. Are of absolutely no use to me in my work.

IV. In regard to the small group discussion
A. I feel that I learned
47 a. A great number of new and/or interesting ideas.
49 b. Quite a few things.
40 c. Some new ideas.
17 d. One or two things - not very much, though.
4 e. Nothing new that I didn't already know.

B. The things I learned about
38 a. Are well suited for my use. I can use about all of the things we learned about.
65 b. Are very useful. I can use a great number of them in my work.
38 c. Are somewhat useful. I can use about half of them.
18 d. Are of very little use, but I can apply some of this knowledge.
1 e. Are of absolutely no use to me in my work.

V. In regard to organization and administration of the total seminar, the program was
50 A. Excellently organized.
90 B. Well organized.
11 C. Organized, but in a mediocre way.
0 D. Poorly organized.
0 E. Very poorly organized.

VI. In regard to the coffee breaks, "empty time", etc.

0 A. Too much time wasted.
6 B. A little longer than necessary.
134 C. Just right.
12 D. Not enough.
5 E. Insufficient to give a real break from activity periods.

VII. In planning future seminars, I would suggest

105 A. Leave just as is (well structured).
2 B. Call in one outside "specialist" and let him run the whole "show".
14 C. Have very little help from the outside or local people and let the participants do more of the program.
2 D. Have more outside speakers and no help from local people.
2 E. Fewer outside speakers and consultants.
22 F. More outside speakers and consultants.
15 G. Other (please specify below)

(An effort was made to list the ideas expressed by you with the frequency as shown below.)

1 More speakers.
1 Faster Moving
1 More confrontation in groups
1 Specific information, on curriculum, grades
2 Films
9 Use of local people

VIII. A. The one thing I liked best about this Seminar was:

7 Learning feeling of Negro teachers
9 Hearing other ideas
9 T. V. Panel
18 Communication between races
20 Dr. Williams' speech
32 Dr. Ponder's speech
61 Informal, frank discussion groups

B. The one thing I liked least about this Seminar was:

1 Not enough discussion
1 Groups too large
1 Too much on race
1 Too much time in small groups
1 Not enough confrontation in groups
1 Speakers too general
1 No relation to local schools
1 Needed time for other things
1 Members of group not honest
1 Attitude of older (static) teachers
1 Speakers
2 Some people did not talk

B. The one thing I liked least about this Seminar (Con't.)

2	Not enough coffee
2	Stress on things beyond our control
2	No direction, nothing accomplished
2	Group's satisfaction with status quo
2	Did not dig deep enough
2	Too many petty things in discussion group
2	Hard chairs
2	Group discussions waste time
3	Not enough "how to do it"
3	Small group discussions
4	Need more breaks
4	Too much emphasis on disadvantaged
5	The days
7	T. V. Panel
9	Not enough facts and answers
13	Too general and too vague
19	Time element (the hours)

C. There was a reporter in each group. The following list with frequency are some items which reporters said were discussed:

1	Too much corporal punishment
1	4 1/2 students 1/2 day teacher planning
1	Lack of study of Negro history and culture
1	Discipline
1	J. P. Carr and RCHS will make a new school
1	J. P. Carr School will be absorbed by RCHS
2	Better teaching materials
2	Negroes have greatest problem of adjustment
2	Do not feel many problems (race)
2	Lower standards when integrated
3	Need for parents in Seminar (students in seminars 2)
3	Clubs (student)
3	Definition of disadvantaged
3	Poor personal hygiene
3	Teacher must accept all children
3	Bus tour of county
3	Correct pronunciation of Negro
4	Home visits by teachers
5	Grading system
5	Poverty
5	Communication (language) speech patterns
6	Grouping children
7	Report cards
7	Multi-ethnic books and materials

REPORT TO ROCKDALE COUNTY SCHOOLS

ON THE IN-SERVICE SEMINAR MARCH 28-29

The following is the response which was made to the items on the evaluation form:

I. In regard to Dr. Jarvis' presentation on "Internal Facets of School Organization"

A. I feel that I learned
34 a. A great number of new and/or interesting ideas.
44 b. Quite a few things.
47 c. Some new ideas.
17 d. One or two things -- not very much, though.
7 e. Nothing new that I didn't already know.

B. The things I learned about
23 a. Are well suited for my use. I can use almost all of the things we learned about.
60 b. Are very useful. I can use a great number of them in my work.
35 c. Are somewhat useful. I can use about half of them.
25 d. Are of very little use, but I can apply some of this knowledge.
2 e. Are of absolutely no use in my work.

C. Dr. Jarvis is
35 a. An excellent speaker.
56 b. A good speaker.
40 c. An average speaker.
12 d. A fair speaker.
5 e. A poor speaker.

II. In regard to Dr. Wade's presentation on "Those Different Children"

A. I feel that I learned
39 a. A great number of new and/or interesting ideas.
54 b. Quite a few things.
47 c. Some new ideas.
12 d. One or two things - not very much, though.
6 e. Nothing new that I didn't already know.

B. The things I learned about
46 a. Are well suited for my use. I can use almost all of the things we learned about.
65 b. Are very useful. I can use a great number of them in my work.

26 c. Are somewhat useful. I can use about half of them.
13 d. Are of very little use, but I can apply some of this knowledge.
3 e. Are of absolutely no use to me in my work.

C. Dr. Wade is
83 a. An excellent speaker.
57 b. A good speaker.
10 c. An average speaker.
2 d. A fair speaker.
1 e. A poor speaker.

III. In regard to the "incidents" portrayed on TV
A. I feel that I learned
9 a. A great number of new and/or interesting ideas.
25 b. Quite a few things.
38 c. Some new ideas.
47 d. One or two things--not very much, though.
33 e. Nothing new that I didn't already know.

B. The things I learned about
12 a. Are well suited for my use. I can use almost all of the things we learned about.
42 b. Are very useful. I can use a great number of them in my work.
33 c. Are somewhat useful. I can use about half of them.
44 d. Are of very little use, but I can apply some of this knowledge.
16 e. Are of absolutely no use to me in my work.

IV. In regard to the small group discussion
A. I feel that I learned
21 a. A great number of new and/or interesting ideas.
54 b. Quite a few things.
47 c. Some new ideas.
16 d. One or two things--not very much, though.
16 e. Nothing new that I didn't already know.

B. The things I learned about
19 a. Are well suited for my use. I can use almost all of the things we learned about.
63 b. Are very useful. I can use a great number of them in my work.
42 c. Are somewhat useful. I can use about half of them.

19 d. Are of very little use, but I can apply some of this knowledge.
7 e. Are of absolutely no use to me in my work.

V. In regard to organization and administration of the total seminar, the program was
33 A. Excellently organized.
93 B. Well organized.
25 C. Organized, but in a mediocre way.
5 D. Poorly organized.
1 E. Very poorly organized.

VI. In regard to the coffee breaks, "empty time", etc.
3 A. Too much time wasted.
4 B. A little longer than necessary.
130 C. Just right.
11 D. Not enough.
4 E. Insufficient to give a real break from activity periods.

VII. In planning future seminars, I would suggest
89 A. Leave just as is (well structured).
5 B. Call in one outside "specialist" and let him run the whole "show".
12 C. Have very little help from the outside or local people and let the participants do more of the program.
3 D. Have more outside speakers and no help from local people.
4 E. Fewer outside speakers and consultants.
17 F. More outside speakers and consultants.
15 G. Other (listed below)
Plan ways of putting into practice the the ideas projected
Involve local people in informing community of goals and objectives of school
Resource person in the group to stimulate discussion
Dr. Mary Scott as speaker
Films
More time on subject areas
More speakers and consultants
More concrete action for local use
Tour of Rockdale County and industries
Involve more school patrons
Shorter group discussions
Begin to include community leaders, so we will have more informed public in the fall of 1969
Get Board members here to hear sincerity of recommendations and our skepticism that they will be implemented

(continued)

More time for question and answer period with speakers
A system for organizing teachers to effect needed changes

VIII. A. The one thing I liked most about this seminar was

46 A. One or both speakers
27 B. Group discussions
6 C. Presentation of problems to be faced next year
4 D. One or more of Dr. Jarvis' points (scatterplot, type of reporting to parents, concept of child-centered school)
3 E. Refreshments and breaks
3 F. TV incidents
3 G. Helpful ideas
3 H. Speakers and group discussion
2 I. Respect all leadership
2 J. More specific this time
2 K. A learning situation
1 L. Well qualified experts in charge
1 M. Feel great things are about to happen in field of education
1 N. Getting acquainted
1 O. More aware of problems existing in different kids
1 P. Sharing actual situations
1 Q. $3.00 per hour
1 R. Nothing
1 S. It is the second one and it is over now. There are only two more to go.
1 T. More time for speakers; less group discussion

B. The one thing I liked least about this seminar was

28 A. TV incidents
7 B. Dr. Jarvis' talk
7 C. Time
10 D. Did not come to any conclusions
6 E. Too much time in group Saturday
5 F. Too little discussion in group meetings
3 G. Filling out reports in discussion groups
4 H. Group discussion
3 I. Friday division of schedule
3 J. Have been pleased
3 K. Meetings are waste of time and money
2 L. Old stuff warmed over
2 M. Skipped around too much
2 N. Too general; information not clear
2 O. No comment
2 P. Too long and drawn out

(continued)

1 Q. Not enough stimulation for much discussion
1 R. Speeches dealt with elementary school
1 S. Not enough time spent on reporting
1 T. Limited discussion following Dr. Jarvis' statistics
1 U. Organization of discussion groups
1 V. Not enough breaks
1 W. Dwelling on insignificant problems
1 X. Too much in group on sensitivity to Negroes
1 Y. Evaluation form
1 Z. Fear of being misunderstood
1 AA. Lack of interaction with other groups
1 BB. Not knowing until I arrived what the seminar was all about
1 CC. Absence of the Board of Education, since its members make the final decisions.

C. These reports from committees discussed:
10 A. Grading and reporting
6 B. Grouping
4 C. Home visits
3 D. Curriculum patterns
3 E. Teacher-Pupil ratio
2 F. Non-graded school
2 G. Children from poverty stricken homes
2 H. Individualized instruction
1 I. Caliber of students
1 J. Attitude toward children
1 K. Team teaching
1 L. Compassion toward all children
1 M. Language skills
1 N. Low and high IQ--how to teach
1 O. Teachers and books are greatest need
1 P. Clubs
1 Q. Subject-centered vs. child-centered school
1 R. Differences in children
1 S. Discrimination against certain children
1 T. How to teach reading
1 U. Merits and disadvantages of "black studies" segment to curriculum
1 V. Need to investigate reporting system suggested by Dr. Jarvis
1 W. Parent-teacher conferences
1 X. Grades be given every nine weeks
1 Y. Double trailer be placed on grounds for band
1 Z. Hold more in-service meetings on grading and reporting, team teaching, non-graded system.
1 AA. Change organizational framework of Rockdale County Schools.

(continued)

1 BB. Map of county be provided for checking purposes as the tour of the county is taken.

1 CC. Board members should attend next two seminars.

ROCKDALE COUNTY SCHOOL SYSTEM
EVALUATION OF TITLE IV IN-SERVICE SEMINAR

April 26, 1969

In order to help the Coordinating Committee plan effectively for our last seminar, you are requested to respond to the following items. (Listed below you will find the responses given by the teachers to the questions asked.)

1. How do you feel about the Friday session? (Check one space only)

Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Quite satisfied	Very satisfied
16	30	12	58	53

Comments:

I. Friday afternoon session

2	Approach was good for subject chosen
4	Dr. Scott excellent speaker
1	Restating the problems we know exist
1	Somewhat dissatisfied with first speaker
16	Excellent speakers - good information
1	Motivated toward being more aware of child's point of view
3	Dr. Scott a little long winded. She was not very helpful.
10	First speaker poor, boring, distasteful
1	Dr. Scott's speech and performance made this a good Friday afternoon session.
1	Satisfied because conditions are suitable for my participation in this seminar.
1	Friday's seminar was very fruitful.
2	Dr. Scott's speech was the best from an educator I have heard.
1	Friday afternoon session very suitable for me. Leaving school and going into something exciting has motivated me in many ways for modern trends in education.
3	Dr. Scott certainly made me think and evaluate my position on different things.
1	Speakers a waste of time
1	Honest speakers
2	Well planned
2	First speaker was prejudiced
4	Dr. Scott was very effective.
3	First speaker related to me beautifully.
1	We know the problems. We want answers. First speaker brought things we had already "hashed out."
2	Very entertaining, if not very helpful.

2. How do you feel about the Saturday morning session? (Check one space only)

11	19	36	83	15
Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Quite satisfied	Very satisfied

Comments

II. Saturday Morning Session

6	Learning new ideas which will help me in classroom
1	No one speaks in reality
1	Did not follow reason for having seminars
1	Both speakers were good
1	Small group was productive
1	Cannot see how this will help in total integration
2	Information enlightening
1	So many problems -- so little time
1	Too long and tiresome
1	We only got an overview of things
1	I realized that math could be interesting.
1	Specialist stated again the same problems
1	Saturday's session was helpful.
1	The outside consultants were not very good. Nothing new.
2	Real problems were discussed
1	We are talking, but not acting.
1	Dr. Olson informative, not practical enough.
1	Dr. Downs was a waste of time!
3	Enjoyed group discussions...more accomplished in group. Very little I could use in math, valuable information in reading.
1	Re-grouping helpful
1	Specific questions not answered
1	Not enough time
1	No new material
1	Too much expected on weekends
1	More participation in small groups
1	Lack of specifics
1	We have needs; how do we fulfill them?
1	Arrived at many ways to approach problems
1	Administrative people stifled ideas and opinions
1	Too much theory
1	I felt squelched by principal's remarks.
1	Best program we have had
1	Too general
1	Math, good; reading, gained nothing
3	Interesting materials, if money available.Reading specialist gave ideas which would not help us or work in our situation.
2	Reading specialist too "idealistic" -- consultants were not very effective

3. Were there times when you wished to speak out but did not? (Check one space only)

never	a few times	fairly often	very often	almost all the time
57	82	5	4	0

4. What would you like to have considered in plans for the next Seminar? (The following suggestions were listed.)

6	Teachers to meet with principal for next year
4	Discussion on curriculum and textbooks for coming year
25	Dr. Scott return
7	Hear about new proposals for next year
1	How to get materials for slow learners
9	Grading, grouping, report cards, team teaching, non-graded
1	Demonstrate new ideas and materials
2	How teachers without funds can carry out program?
2	Answer some of the questions which have been raised
2	Tour through Rockdale County
1	Sandwiches for break instead of sweets
3	Board of Education present to hear ideas
2	Groups list definite recommendations for next year
1	Courses and schedules
2	County-wide policy as well as individual schools
1	Plan to inform and educate parents and children on the changes coming next year
1	More consultants
1	Definite solution to problems
1	Four hour session on Friday; four hours on Saturday
1	Definite plans for purchasing materials
1	We're tired of looking good on paper
1	Solutions to problems we've spent three weeks discussing
1	Some ideas for teaching science
1	Sharing in grade groups
1	Something about the "gifted child"
1	Movie on the disadvantaged
1	Effective remedial reading from expert or film
1	Some more specific information on methods
1	"Creative grouping and flexible scheduling"
1	Organize groups to make recommendations